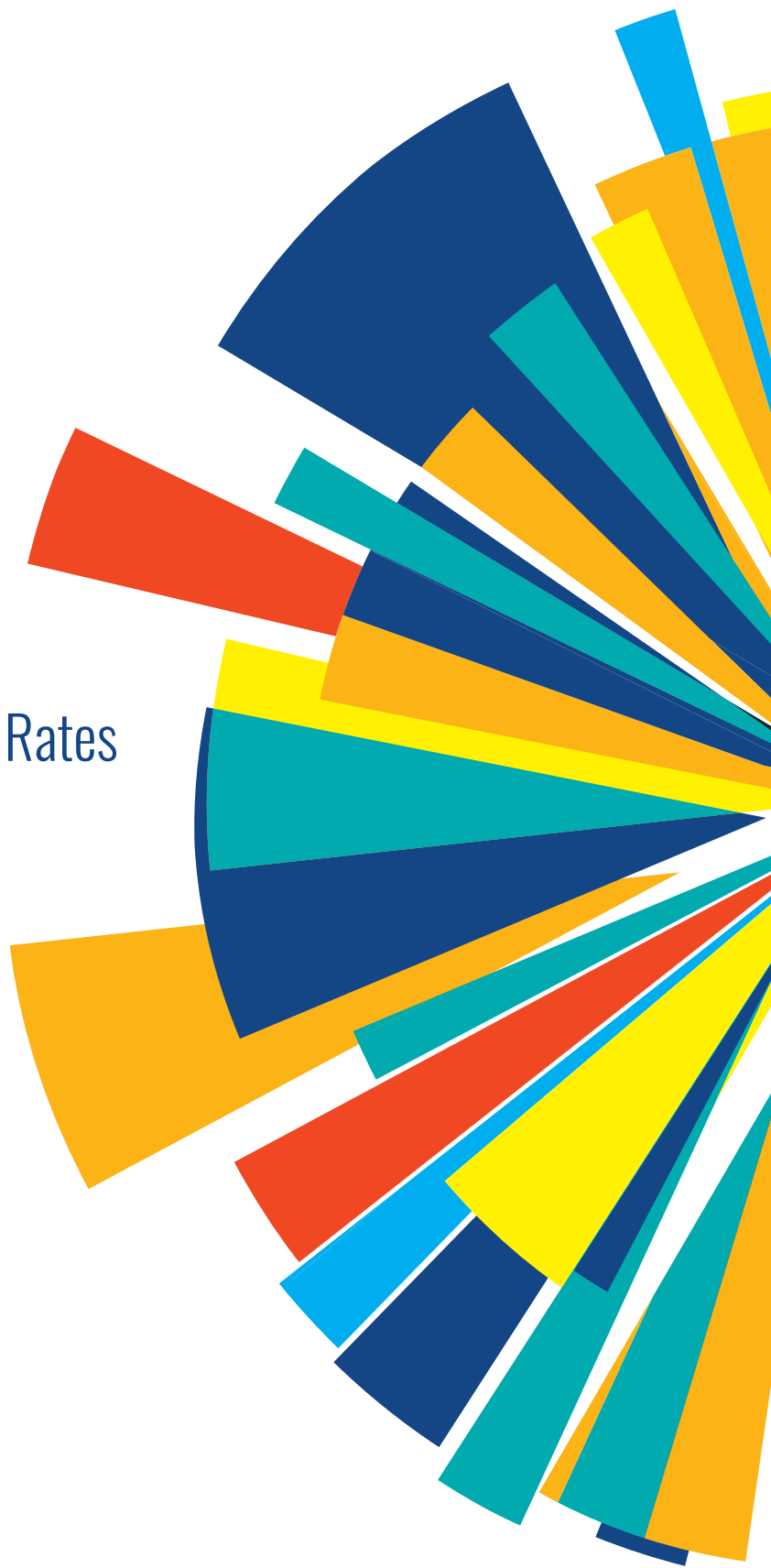


Building a Grad Nation:

Progress and Challenge in
Raising High School Graduation Rates
Annual Update 2019



Building a Grad Nation:

Progress and Challenge in
Raising High School Graduation Rates
Annual Update 2019

A Report By: Civic | Everyone Graduates Center at the School of Education at Johns Hopkins University

In Partnership With: Alliance for Excellent Education, America's Promise Alliance

Authored By: Matthew N. Atwell, Robert Balfanz, John Bridgeland, Erin Ingram

Data Analysis By: Vaughan Byrnes

Lead Sponsor: AT&T

Supporting Sponsors: Pure Edge and the Raikes Foundation

Table of Contents

Executive Summary.....	8
Introduction.....	12
Part I: High School Graduation Trends Across the Nation.....	15
Part II: Reaching a 90 Percent Graduation Rate for All Students	19
Where We Stand: Low-Income Students	19
Where We Stand: Black and Hispanic Students	20
Where We Stand: Homeless Students	22
Highlight: Spotlight on Michigan: Supporting the Attendance of Students Experiencing Homelessness	23
Where We Stand: Students with Disabilities	24
Highlight: Change in Graduation Requirements Leads to Dramatic Shift in Nevada’s Graduation Rate.....	25
Where We Stand: English Learners	25
Highlight: State Graduation Rate Accountability Fueled Graduation Rate Rise	26
Where We Stand: Low-Graduation-Rate High Schools	28
Highlight: From a Nation at Risk to a Nation at Hope: The National Commission on Social, Emotional, and Academic Development	31
Part III: Examining the Connection Between High School, Postsecondary, and the Workforce.....	33
Secondary School Improvement Index.....	33
Postsecondary Enrollment and Readiness	36
Highlight: Promising Models in Boosting the School-to-Work Pipeline.....	37
Policy and Practice Recommendations.....	39
Conclusion	41
Acknowledgments.....	42

Appendices

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003–2017	46
Appendix B. Adjusted Cohort Graduation Rates, by State and Subgroup, 2016–17	50
Appendix C. Adjusted Cohort Graduation Rate Gaps—Black and White Students, by State, 2016–17	52
Appendix D. Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, by State, 2016–17	53
Appendix E. Adjusted Cohort Graduation Rate (ACGR) by State, Percent Low-Income, ACGR Low-Income, ACGR Estimated Non-Low-Income, Gap between Low-Income and Non-Low-Income, and Gap Change 2011–2017	54
Appendix F. Adjusted Cohort Graduation Rate (ACGR, 2016–17) for Students with Disabilities (SWD) versus Non-SWD Students	55
Appendix G. Adjusted Cohort Graduation Rate (ACGR, 2016–17) for English Language Learners (ELs) Students versus Non-EL Students	56
Appendix H. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2016–17	57
Appendix I. Percentage of Four-Year Non-Graduates, by State and Subgroup, 2016–17	58
Appendix J. ESSA High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2016–17	59
Appendix K. Low-Graduation Schools (ACGR Less than or Equal to 67% & Enrollment Greater than or Equal to 100) and Number of Non-Graduates Produced by Them, by State and Locale Code, 2016–17	60
Appendix L. Low-Performing High Schools, by Type and State, 2016–17	61
Appendix M. Secondary School Improvement Index	65
Appendix N. State ESSA Plan's Graduation Rate Goals	68
Appendix O. State ESSA Student Subgroup Graduation Rate Goals	70

Figures

Figure 1. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2002–2017	15
Figure 2. Adjusted Cohort Graduation Rate, by State 2016–17	16
Figure 3. Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010–11 to 2016–17	20
Figure 4. State graduation rate goals, annual improvement targets, and use of cohort graduation rate by year: 2003–2010	27
Figure 5. Effect of state graduation rate goal and annual improvement target type on school district graduation rates, assuming use of a non-cohort graduation rate: 2003–2010	27

Tables

Table 1. State 2011 ACGR, by Range	17
Table 2. State 2017 ACGR and Change since 2011, by Range.....	17
Table 3. Equity Path to 90: Estimated Additional Graduates Needed to Reach a 90 Percent Graduation Rate by State and Subgroup.....	17
Table 4. States with the Largest Graduation Gaps Between Low-Income and Non-Low-Income Students, 2016–17.....	20
Table 5. States with Highest Proportion of Low-Income Non-Graduates, 2016–17	20
Table 6. States with the Largest Percentage of Black Students	21
Table 7. States with the Highest Proportion of Non-Grads who are Black.....	21
Table 8. States with the Largest Percentage of Hispanic Students.....	21
Table 9. States with Highest Percent of Non-Graduates in the State that are Hispanic.....	21
Table 10. Homeless Students National Data.....	22
Table 11. State-Level ACGR for Homeless Students Compared to All Students and Economically Disadvantaged Students	22
Table 12. States with the Highest Proportion of Student With Disabilities (SWD) Non-Graduates, 2017	24
Table 13. States with the Highest Proportion of English Learner Non-Graduates, 2017	28
Table 14. Characteristics of High Schools Identified for Comprehensive Support and Improvement (CSI)	28
Table 15. Student Demographics in High Schools Reporting 2017 ACGR and Low-Graduation-Rate High Schools.....	29
Table 16. States with the Highest Percentage of Low-Graduation-Rate High Schools (100 or more students) and Overall State ACGR, 2016–17.....	30
Table 17. Percent of Schools With 100 or More Students that are Low-Graduation-Rate Schools by Type, 2016–17	30
Table 18. Secondary School Improvement Index, 2011–2017	34
Table 19. High School Graduates Immediately Enrolling in College by Family Income, 1975–2016	36

Executive Summary

This year's annual update to the nation includes three new features. The first is a **Secondary School Improvement Index** to assess whether gains in high school graduation rates nationally and by state are translating into better preparation for postsecondary education. **Sixty-eight percent of states have been able to improve both their graduation rates and at least two other measures of academic success of their secondary schools, while nearly one-third have not.** The second feature is a focus on homeless students with graduation rate data available for the first time from 26 states, together with a national graduation rate released by the National Center for Homeless Education, **signaling that homeless students may be the subgroup with the lowest graduation rates in the nation.** The third new component highlights indicators of postsecondary success and provides snapshots of **innovations in the school-to-work pipeline** as the nation works to prepare more Americans for the increasing demands of the workplace.

This year's report also continues to keep the nation's attention on the progress and challenge across the nation and by state in raising high school graduation rates, a critical on-track indicator for young people as they enter adulthood. The graduation rate has continued its rise from 79 percent in 2011 to an all-time high of 84.6 percent in 2017 under the Four-Year Adjusted Cohort Graduation Rate (ACGR), and from 71 percent since 2001 based on the best available estimate that has tracked the ACGR very closely. This progress means that **more than 3.5 million additional students have graduated instead of dropping out over the last decade and a half.**

Encouragingly, Hispanic, Black, and low-income students continue to drive increasing graduation rates, with **Hispanic students being the first among them to reach an 80 percent graduation rate in 2017**, up from 71 percent in 2011. Graduation rates during

this period climbed from 67 percent to 77.8 percent for Black students, 70 percent to 78.3 percent for low-income students, and 59 percent to 67.1 percent for students with disabilities.

Notwithstanding this progress, however, **the nation is off pace to reaching its 90 percent high school graduation rate goal and needs to more than double its annual rate of progress since 2011. Reaching the 90 percent goal would have required graduating an additional 199,466 students on time across the nation in 2017.** What's more, to achieve an equitable path to 90 percent, the majority of these additional students would need to be students of color, low-income students, and students with disabilities.

Students continue to live in two educational nations. **Most students attend high schools with a graduation rate already at 90 percent, while other students remain trapped in a subset of high schools where the average graduation rate for students is only 40 percent.** This report looks at these issues of equity in-depth—both the subgroups of students that disproportionately fail to graduate on time, as well as the types of schools where these students are educated. There were 2,357 low-graduation-rate high schools in 2017, down from 2,425 in 2016. These low-graduation-rate high schools accounted for 12.5 percent of all public high schools enrolling 100 or more students that reported ACGR in 2017, enroll about 6.5 percent of all students, and educate approximately 31 percent of all four-year non-graduates. The vast majority of these schools have been identified for reform.

We conclude with a list of policy and practice recommendations that aim to help the nation reach its goal of a 90 percent high school graduation rate for all students and ensure they are better prepared for postsecondary education in an economy that increasingly demands it. The report also includes a deep analysis of state-by-state data in the appendices.

► Part I: High School Graduation Trends Across the Nation

The nation continues to see steady, but slowing, growth in graduation rates and remains off-pace to reach the 90 percent goal, which would require graduating an additional 199,466 more students on time and more than doubling the annual rate of gain since 2011 through 2020.

In 2011, no state had reached a 90 percent graduation rate and only nine had graduation rates above 85 percent. By 2017, two states were already at the national goal of 90 percent and 25 additional states had surpassed 85 percent.

- **In 2011, 15 states had graduation rates below 75 percent but by 2017, all but one of those states had crossed the 75 percent graduation rate threshold.**
- Of the 15 states that had the lowest graduation rates in 2011, five have seen their graduation rate increase by more than 10 percentage points, helping to close the gap between lowest- and highest-performing states in the nation and serving as a challenge: If some states can make such significant gains, others can too.
- Despite the challenges of closing the last remaining gaps, reaching the 90 percent goal by 2020 in fact comes down to highly achievable numbers at the state level, **as 17 states need to graduate fewer than 1,000 additional students on time to reach a 90 percent rate, while some larger states have to graduate an additional 10,000 students.**

The progress of high-poverty states like Georgia and West Virginia, which have seen their graduation rates increase by more than 10 percentage points since 2011, shows that, even in the face of challenges, boosting high school graduation rates is possible, even as some states struggle to do so.

► Part II: Reaching a 90 Percent Graduation Rate for All Students

As accountability is transitioned back into the purview of states under the Every Student Succeeds Act (ESSA), it is important to closely monitor states' progress in reaching their ESSA subgroup graduation rate goals (see Appendix O) and in driving sustained improvements in the schools attended by their student populations with the lowest graduation rates. By keeping a spotlight on progress, these goals have the ability to continue to play a crucial role in creating more equitable outcomes for all students. Under ESSA, states are also required to identify their lowest-performing high schools for comprehensive improvement, many of which educate disproportionate numbers of Black, Hispanic, and low-income students, and to generate plans to improve them.

Where We Stand on Key Drivers

Low-Income Students

Low-income students made up 47.2 percent of the nation's graduating cohort in 2017, but nearly two-thirds of the nation's four-year non-graduates with an average graduation rate of 78.3 percent. The graduation rate gap between low-income and non-low-income students ranges from a high of 24.5 percentage points in Wyoming, to a low of -2.7 percentage points in South Carolina. While the majority of states have seen their graduation gaps between low-income and non-low-income decline, 13 states have actually seen this gap increase. **Fifteen states are driving progress for low-income students, with gains of 10 percentage points or more in the last seven years.**

Black and Hispanic Students

Both Black and Hispanic students continue to make gains greater than the national average. **While Black students have had a double-digit gain since 2011 in their graduation rates, even higher than Hispanic students, Hispanic students became the third major subgroup, after white and Asian students, to reach the 80 percent mark.** Yet, while these students continue to drive gains in the national graduation rate, gaps remain considerable (10.8 percentage points between Black and white students; and 8.6 percentage points between Hispanic and white students).

Moreover, these students continue to disproportionately fall off track to graduate on time. While Black students made up

15.6 percent of the 2016–17 cohort, they comprised 22.5 percent of the nation's non-graduates. Hispanic students were similarly overrepresented, amounting to 23.4 percent of the cohort but 30.4 percent of non-graduates.

Homeless Students

Homeless students face barriers to graduation above and beyond poverty alone, and newly collected graduation rate data reflects the challenges of keeping this demographic in school and on track, highlighting that they may have the lowest graduation rates in the nation of any subgroup. Under the ESSA, all states will be required to submit disaggregated graduation rates for homeless students for the 2017–18 school year. This year, 44 states shared 2016–17 data voluntarily with the National Center for Homeless Education (NCHE). NCHE used the submitted state data to calculate **a national average graduation rate of 64 percent for homeless students**, as compared to the low-income rate of 78.3 percent, and 84.6 percent for all students. In addition, 26 states shared their graduation rate data for homeless students with our **Education Leads Home** campaign, which we provide for the first time in this report.

- **Twenty states have rates below 70 percent for homeless students, and nine among that group have rates below 60 percent. Minnesota has the lowest rate, at 45.4 percent.**
- One state (Delaware) has a graduation rate above 80 percent for homeless students.

Students With Disabilities

The graduation rate for students with disabilities ticked up in 2016–17, increasing by 1.6 percentage points to 67.1 percent nationally. This makes students with disabilities the student subgroup with the third-lowest graduation rate across the country, ahead of only English Learners and homeless students (based on the data available today). Although most states saw improvements in their on-time graduation rate for students with disabilities, just 26 states saw increases of at least 1 percentage point. Moreover, 14 states saw their rates decline over the past year. Still, **a 1.6 percentage-point increase amounts to the largest percentage-point gain this past year among subgroups analyzed in this report and is more than three times the national rate of increase.** Across states, the **high school graduation rate for**

students with disabilities ranges from a low of 36.4 percent in Mississippi to a high of 83.8 percent in Arkansas. Students with disabilities face some of the most inequitable outcomes of any student subgroup, with a 19.8 percentage point graduation rate gap between them and their peers. What's more, students with disabilities amount to more than one in four students that fail to graduate on time.

English Learners

English Learners (EL) represent a growing population of America's public school students, reaching 9.5 percent of all U.S. students in grades K–12 by the fall of 2015. Discouragingly, as English Learners increasingly make up a larger share of the population, in 2017 their graduation rate decreased nationally by 0.5 percentage point, dropping to 66.4 percent. In 15 states, less than 60 percent of EL students graduate on time. English Learners graduate at a rate 19.4 percentage points below their non-English Learner peers. **Over 41 percent of all English Learners that do not graduate on time are concentrated in four states (Texas, New Mexico, California, and Nevada).**

Low-Graduation-Rate High Schools

In 2017, there were 2,357 low-graduation-rate high schools of all types (regular, vocational, charter, virtual, etc.) with a graduation rate of 67 percent or less, enrolling 100 or more students, down from 2,425 in 2016. These low-graduation-rate high schools accounted for 12.5 percent of all public high schools enrolling 100 or more students that reported an ACGR in 2017, enroll about 6.5 percent of all students, and **educate approximately 31 percent of all four-year non-graduates. The average graduation rate for students trapped in these low-performing schools is 40 percent.** Black, Hispanic, and low-income students disproportionately attend low-graduation-rate high schools. In four states, more than one in every five high schools has an on-time graduation rate of 67 percent or less, while in seven states, over 25 percent of on-time non-graduates are found in low-graduation-rate high schools. This report also breaks down low-graduation-rate high schools by whether they are alternative or regular schools; district operated or charter operated; and virtual schools. **Through ESSA, states identified 1,805 of their low-graduation-rate high schools by the spring of 2019. This means that the vast majority of the 2,357 low-graduation-rate high schools in the nation have been targeted for comprehensive reform.**

EXECUTIVE SUMMARY

► Part III: Examining the Connection Between High School, Postsecondary, and the Workforce

The GradNation Campaign has always viewed high school graduation as an “on-track indicator” for students at or around the age of 18. This year’s report examines the relationship between increasing high school graduation rates and college readiness, increasing postsecondary enrollment rates for low-income high school graduates, indicators of postsecondary success, and innovative practices in the school-to-work pipeline. Below are some highlights:

- To show the relationship between increasing high school graduation rates and college readiness, the 2019 Annual Update features for the first time a **Secondary School Improvement Index** that uses four measures—the percent of students scoring proficient on the 8th grade Reading National Assessment of Educational Progress (NAEP) exam, the percent of students scoring proficient on the 8th grade Math NAEP exam, the percent of students receiving a 3 or higher on an Advanced Placement (AP) exam, and the percent of students graduating from high school in four years. **Sixty-eight percent of states have been able to improve both their graduation rates and at least two other measures of academic success of their secondary schools, while nearly one-third have not.**
- Analysis of recent data from the U.S. Census Bureau’s Current Population Survey show that, for the first time ever, **immediate postsecondary enrollment rates for low-income students match those of their middle-income peers.**
- Analysis of a recent longitudinal study out of Boston show that three indicators—**an attendance rate of 94 percent or higher during four years of high school, a GPA of 2.7 or higher, and completing the required set of courses for admission to state university systems and taking an AP class**—were highly predictive of both earning and not earning a bachelor’s degree within seven years of high school graduation. In fact, **the odds of achieving a four-year degree increase from 10 percent to 84 percent as the number of college success indicators a student meets moves from zero to three.**

► Policy and Practice Recommendations

Continue to improve graduation rate data collection and reporting.

While the Adjusted Cohort Graduation Rate remains the “gold standard” for collecting and reporting on high school graduation rates in its seventh year, there is still room for improvements that would guarantee the best data is available. There remain discrepancies in how states remove students from their cohort counts, what is considered a “regular” diploma, how transfer students are taken into account, and how certain subgroups (e.g., students with disabilities, English Learners, and low-income students) are identified within the cohort. In addition, access to disaggregated data on more specific intersections of student socioeconomic subgroups (e.g., low-income white students, English Learners with disabilities, etc.) would allow us to better narrow where major problem areas may exist. We strongly recommend that graduation rate data be disaggregated by gender.

Probe deeper on credit recovery programs.

Credit recovery practices and pathways have rightfully become a cause for concern and add to the recent skepticism over increasing high school graduation rates. Yet, this is due, in large part, to the fact that few rigorous studies have been done on the quality and effectiveness of credit recovery courses. Given the lack of comprehensive knowledge on the rigor of the most widely adopted credit recovery programs, it is difficult to understand the true impact of these courses. It is then essential that deeper investigations be done to understand how effective credit recovery courses and programs are; what types of students make up the enrollment in credit recovery courses and programs; how many credit recovery courses on average are taken per student; and what percentage of total credits earned by students come from credit recovery. It would also be important to understand what courses are predominantly taken in these settings and the degree to which credit recovery courses are enabling some students to learn course content and graduate with a legitimate diploma, and how these students fare in postsecondary education.

Promote greater alignment and clarity on how students with disabilities are treated across states.

State variation in graduation rates for students with disabilities merits further study and examination to understand why some states have been able to make significant progress, while others continue to lag. In order to better understand the education landscape for students with disabilities and hold states accountable for progress, all states should disaggregate data on the types of diplomas students with disabilities are receiving. The National Center for Education Statistics (NCES) should also consider setting a universal definition for who is a student with a disability and how states count students with the most significant cognitive disabilities who graduate with a state-defined alternative diploma. Finally, states should ensure that their graduation requirements and diploma options for students with disabilities align with postsecondary requirements so that students are not denied the opportunity to access a postsecondary education.

Promote policies that reduce damaging academic disparities.

The data show that Black, Hispanic, and low-income students are less likely to be on track to graduate on time and be college and career ready. Greater reforms and investments need to be made in their schools and greater supports need to be provided to these students across the education continuum to ensure equitable access to opportunities from early education through postsecondary education. Additionally, states should address inequities between high- and low-poverty school districts by establishing weighted funding formulas that provide more money to schools serving students with the greatest needs. States and districts should also work together to identify where those dollars can have the greatest impact, especially as they begin to develop comprehensive support and improvement plans for their lowest performing schools under ESSA, and ensure funding is tied to evidence-based policy and practice.

Align diplomas with college- and career-ready standards.

The misalignment between what students need to graduate high school and what they need to succeed in postsecondary education puts students at a disadvantage and often leads to

them taking remedial courses that can add significant costs to a postsecondary education. State leaders should establish diploma requirements aligned with state college and university systems' admissions criteria. Schools and districts should ensure more students, especially those from traditionally underserved populations, earn a diploma that ensures they are college and career ready. Ensuring high school diploma requirements are aligned with college- and career-ready standards can help ensure more students are on track to graduate prepared to immediately enter postsecondary education or the workplace.

Create state-specific high school graduation plans.

States should develop "Closing the Grad Gap on the Path to 90 Plans" that analyze which districts, schools, and students within their states need additional supports or guidance on implementing evidence-based approaches to enable *all* students to graduate on time and be prepared for postsecondary or workforce success. Using data in this report, including data on the equity path to 90 for all states (see Appendix H), states could identify where their biggest challenges remain. Creating these plans can better ensure students in need of critical interventions do not fall through the cracks, and that districts and schools are

better equipped to understand their needs and implement appropriate interventions.

Improve data collection and reporting on postsecondary transitions and outcomes.

Creation of the Four-Year Adjusted Cohort Graduation Rate allowed for a reliable, consistent, on-track indicator for young people as they transition to adulthood, disaggregated by race, ethnicity, income, disability, English Learners, and homelessness, as well as by state, district, and even school. Data reporting on postsecondary enrollment and success rates is, as a result of the nature of postsecondary education, less reliable. In order to properly understand the full nature of postsecondary enrollment and success, there must be improvement in data reporting. Specifically, we need state level data on how many high school graduates immediately enroll in postsecondary institutions, as this is an important metric of momentum toward postsecondary success. We also need better data on whether high school graduates are succeeding in postsecondary education in a timely matter, and how that tracks with the state in which the student was educated and their socioeconomic background.

Strengthen the transition from high school to postsecondary and careers.

It is critical that schools help students understand the postsecondary options

available to them, including financial aid and the application process, as well as the course requirements to access certain pathways. Moreover, schools and districts should provide greater access to dual enrollment, early college, career academies, and career and technical education pathways. Postsecondary institutions should do more to support students, particularly first generation and low-income students, both before they step onto campus and once they are there. Employers can also help strengthen the transition between education and the workplace by increasing engagement with schools through internships and the Federal Work Study program that ground learning in real-world experiences in communities and the workplace. Federal policymakers can also contribute to creating stronger pathways between high school and postsecondary by allowing high school students to use federal Pell Grants to pay for college courses taken in dual enrollment and early college programs. They can also increase national service opportunities to provide additional mentors and tutors in high-needs schools, help those who serve defray the cost of college with education awards, and allocate additional funding to accelerate research on college- and career-pathway initiatives to build the evidence of what is effective.



Introduction

In the early 2000s, Civic Enterprises published *The Silent Epidemic*, a report on the first national sample of high school dropouts that debunked stereotypes, showed most students could have graduated if given the proper supports, and outlined concrete reforms. During this same period, Johns Hopkins University published the report, *Locating the Dropout Crisis*, which revealed that just 15 percent of high schools were responsible for 50 percent of high school dropouts, enabling a targeted approach to address the problem.

In the aftermath of this renewed attention and visibility, increasing numbers of institutions began to partner to envision a “Civic Marshall Plan” with clear goals, an evidence-based plan of action to meet them, and accountability for results over two decades. A “GradNation” Campaign was officially launched in 2010, committed to reaching a 90 percent high school graduation rate by the Class of 2020. After a little more than a decade of collectively working on the high school dropout challenge, extensive contributions of others in the field, and the hard work in schools, districts, and states to improve outcomes for students, substantial improvements have occurred, and we have learned a great deal about the nature of the challenge and what works to drive progress.

Troublingly, despite this progress, deep equity gaps remain, as Black, Hispanic, and low-income students continue to graduate high school at rates far behind their white and more affluent peers. In addition, English Learners, students with disabilities, and homeless students all have graduation rates below 70 percent.

We know the schools that have continued to struggle with low graduation rates. From the days prior to the GradNation campaign with *Locating the Dropout Crisis* to the *Great American High School Campaign* report released just last year, we know where these schools are located and the intensities of the educational challenges they encounter. These high schools also reflect the challenges of their surrounding communities—communities that have been unable to make the transition to a 21st century economy and are often at the nexus of the all-too-present divides our nation faces.

We are aware of concerns around accountability and graduation rate gaming that have arisen in tandem with the national graduation rate. Each year, we highlight areas of significant progress and issues that raise serious concerns. We also know that

while some of these concerns have merit, the calculation and accuracy of the high school graduation rate has improved significantly. Further, we show in this report that high school graduation rates have increased simultaneously with other measures of academic achievement, such as the number of students passing an Advanced Placement exam or scoring “proficient” on the 8th Grade NAEP reading exam.

Most encouragingly, we know that improvement is possible. After 30 years of flat-lining rates, the high school graduation rate has improved substantially since 2001, first slowly, then with increasing speed, and now at a steady rate. This resulted in more than 3.5 million additional students graduating rather than dropping out. Despite the lingering equity gaps, these gains have been driven by Black, Hispanic, and low-income students, and translated into greater rates of enrollment in postsecondary programs for these very same students. We also know that progress is possible even in the states and schools with the most entrenched educational challenges, as many of the poorest-performing states from 2011 have driven progress with graduation rate gains greater than 10 percentage points.

Importantly, we also know what is effective in boosting graduation rates, including in the schools and communities facing the most significant challenges. Early warning systems have effectively begun tracking a student’s attendance patterns, behavior, and course performance to identify at-risk students early and to intervene with the necessary supports. The Aspen Institute’s National Commission on Social, Emotional, and Academic Development reinforced that fostering a child’s social and emotional learning is essential to improving student academic and career outcomes. High school redesign, comprehensive evidence-based school improvements, and new high

schools focused on creating pathways to college and career success for all students are significant parts of the story. The *Great American High School Campaign* report released by Civic and the Everyone Graduates Center lays out a clear path for our lowest-performing schools.

Now more than ever, we know that a high school diploma is no longer enough. Researchers from Georgetown University have shown that by 2020, 65 percent of jobs will require some type of postsecondary degree (Carnevale, Smith, and Strohl, 2013). We need to double down on ensuring that high school graduation translates into postsecondary success. In this report, we identify that a student's GPA and their high school coursework lead to greater rates of postsecondary completion.

Still, there are issues that require further monitoring and exploration. We need to know more about credit recovery programs and ensure alternative education settings are held to the same high standards as

regular high schools. While we have a strong understanding of what predicts success in four-year colleges and universities, there is more to learn on indicators for success in two-year postsecondary programs.

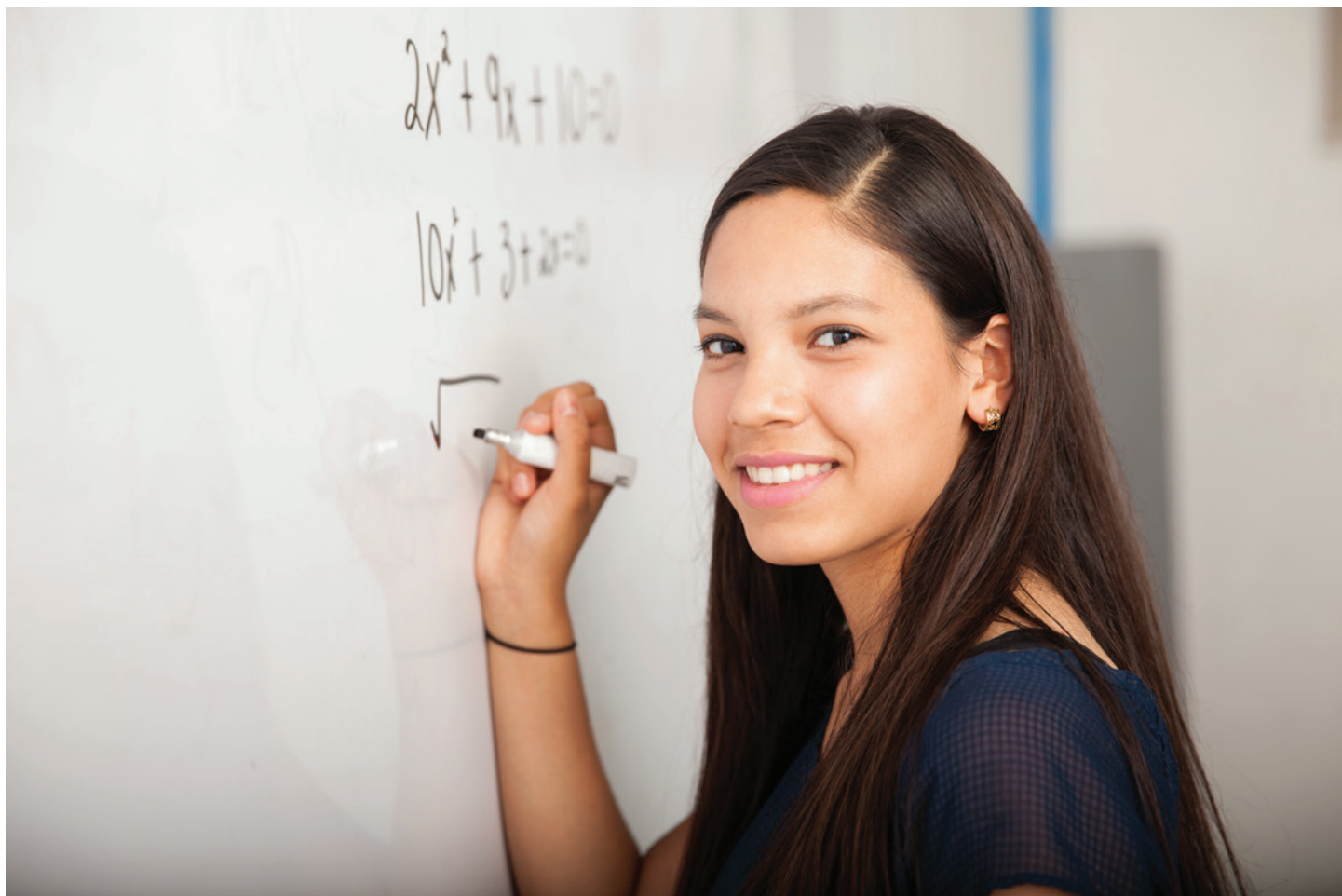
As the campaign moves closer to 2020, we remain committed to ensuring every student, regardless of background or zip code, receives a quality education. We are encouraged by efforts across the nation to integrate social, emotional, and academic development, and to ensure all students have access to a quality education. We will continue to report on progress and challenge in graduating students from high school and building pathways to college and career, and to hold leaders at the federal, state, district, and school levels accountable for progress in creating a Grad Nation for all. To highlight important trends over the past year, this report is broken down into three sections:

1. **High school graduation trends across the nation:** examining the progress states have made since 2011 and the highly

achievable gains that are necessary to reach the graduation rate goal;

2. **Reaching a 90 percent graduation rate for all students:** highlighting both continued improvement for historically underserved student subgroups and the equity gaps that linger, and focusing on the remaining lowest performing schools by state; and
3. **The connection between high school, postsecondary, and the workforce:** exploring trends in postsecondary preparation through secondary school indicators, trends in immediate enrollment for low-income students, and the strongest predictors of postsecondary success.

The report also includes best practices in improving high school graduation rates and strengthening the school-to-work pipeline, highlights ongoing issues with high school accountability, and presents recommendations for policy and practice.





$$4(3)$$

$$6$$

$$+6$$

$$=8$$

HIGH SCHOOL GRADUATION TRENDS

Across the Nation



...Attaining the goal of a 90 percent graduation rate by 2020...would require graduating an additional 199,466 students on time.

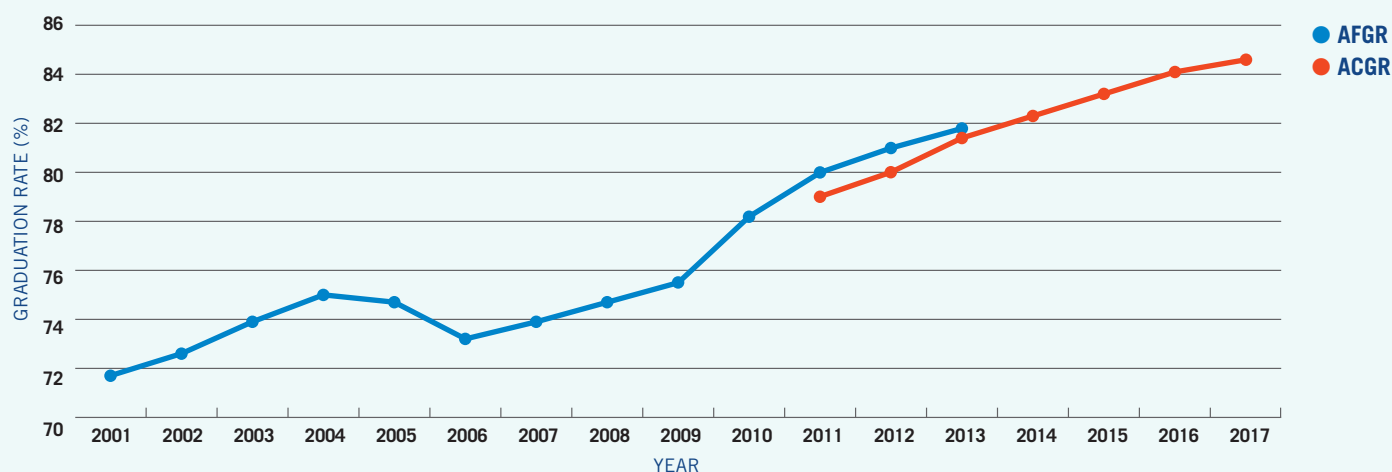
► The National Picture

In 2017, the national graduation rate reached an all-time high of 84.6 percent, up from 79 percent in 2011—when the Four-Year Adjusted Cohort Graduation Rate was first reported nationally—and a small increase from 84.1 percent in 2016. Although steady progress continues to be made, the nation remains off-pace to attaining the goal of a 90 percent graduation rate by 2020, which would require graduating an additional 199,466 students on time. What's more, to achieve an equitable path to 90 percent, the majority of these additional students would need to be students of color, students with disabilities, and low-income students. Encouragingly, these student populations drove gains in high school graduation rates from 2011 through 2017. Graduation rates during this period climbed from 71 percent to 80 percent for Hispanic students, 67 percent to 77.8 percent for Black students, 70 percent to 78.3 percent for low-income students, and 59 percent to 67.1 percent for students with disabilities.

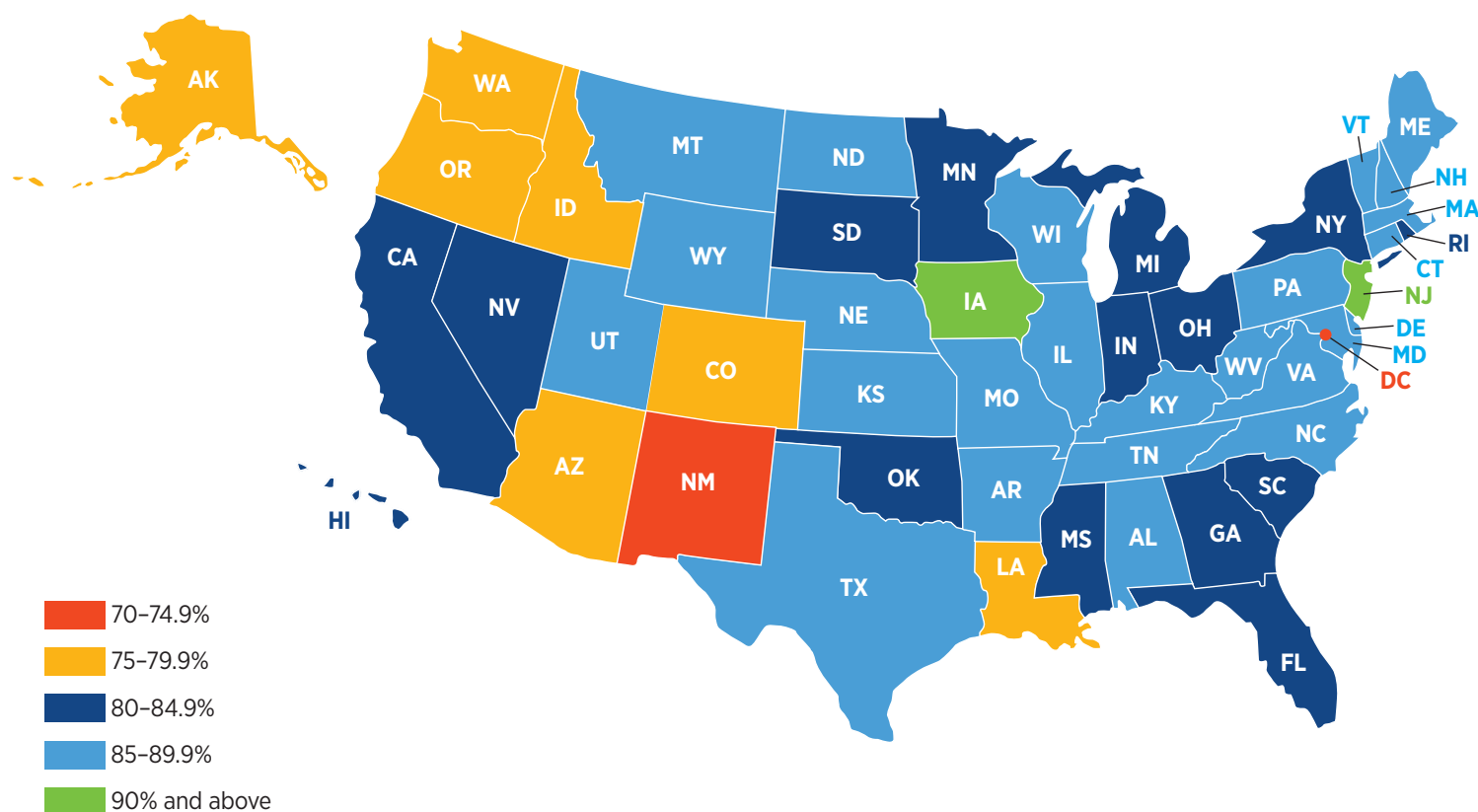
► State-Level Progress and Challenge

A review of state-level data shows that some states have already reached the national goal, other states have shown significant growth over time, and still others have failed to make sufficient progress or in some instances have even lost ground. The progress of high-poverty states like Georgia and West Virginia, which have seen their graduation rates increase by more than 10 percentage points since 2011, shows that, even in the face of challenges, boosting high school graduation rates is possible, even as other states struggle to do so. By 2017, two states (Iowa and New Jersey) remained at the national goal of 90 percent and 25 additional states had surpassed 85 percent, with New Mexico remaining the only state with a graduation rate below 75 percent. A number of these states have been sitting within range of the 90 percent goal for several years, but remain unable to make the final gains needed, supporting the idea that as states approach 90 percent, the final effort necessary to reach 90 percent can be difficult.

Figure 1 • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2001–2017



Sources: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11, 2011–12, and 2012–13: First Look (Provisional Data) (NCES 2014–391). U.S. Department of Education. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013). Provisional Data File: SY2012–13 Four-Year Regulatory Adjusted Cohort Graduation Rates.

Figure 2 • Adjusted Cohort Graduation Rate, by State 2016–17**Six-Year Trends**

While yearly growth has slowed, this is still important progress from 2011, when no state had achieved a 90 percent graduation rate, and only 9 states had graduation rates above 85 percent. In 2011, the gap between the state with the highest graduation rate and the lowest graduation rate was 26 percentage points. By 2017, that gap has closed to about 20 percentage points.

Six-year trend lines show 24 states making gains of 5 percentage points or more, seven of which made gains of more than 10 percentage points. Fifteen states made gains between 3 and 5 percentage points, nine made gains of less than 3 percentage points, and only two states have lost ground.

- In 2011, 15 states had graduation rates below 75 percent. In 2017, all but one of

those states have crossed the 75 percent graduation rate threshold.

- Five of these states—Alabama, Alaska, Florida, Georgia, and Utah—have had gains of more than 10 percentage points since 2011, helping to close the gap between the lowest and highest graduation rates in the nation. Another seven from among this group of previously low-graduation-rate states had gains of more than 5 percentage points.
- Of the nine states with the highest graduation rates in 2011 (Iowa, Vermont, Wisconsin, North Dakota, New Hampshire, Nebraska, Texas, Indiana, and Tennessee), none but New Jersey and Iowa have managed to cross the 90 percent mark as of 2017. In fact, six of these states have growth rates of less

than 3 percentage points over the last six years.

Despite the challenges of closing the last remaining gaps, reaching the 90 percent goal by 2020 in fact comes down to highly achievable numbers at the state level. Seventeen states need to graduate fewer than 1,000 additional students on time (Vermont needs only 53). Just six states (Arizona, Michigan, Georgia, Florida, New York, and California) will need to graduate more than 10,000 additional students. These states will need to focus intently on improving outcomes for students of color, students with disabilities, and low-income students, as those are the majority of students currently being left behind. (See Appendix H for state and national breakdown by subgroup of the additional graduates needed to reach 90 percent.)

Table 1 • State 2011 ACGR, by Range

State	2011 ACGR	State	2011 ACGR
85–89%		75–79%	
Iowa	88.3%	Wyoming	79.7%
Vermont	87.5%	Delaware	78.5%
Wisconsin	87.0%	Arizona	77.9%
North Dakota	86.3%	North Carolina	77.9%
New Hampshire	86.1%	Rhode Island	77.3%
Nebraska	86.0%	Minnesota	76.9%
Texas	85.9%	New York	76.8%
Indiana	85.7%	Washington	76.6%
Tennessee	85.5%	West Virginia	76.5%
80–84%		California	76.3%
Illinois	83.8%	Utah	76.0%
Maine	83.8%	70–74%	
Massachusetts	83.4%	Michigan	74.3%
South Dakota	83.4%	Colorado	73.9%
New Jersey	83.2%	Mississippi	73.7%
Connecticut	83.0%	South Carolina	73.6%
Kansas	83.0%	Alabama	72.0%
Maryland	82.8%	Louisiana	70.9%
Pennsylvania	82.6%	Florida	70.6%
Montana	82.2%	65–69%	
Virginia	82.0%	Alaska	68.0%
Missouri	81.3%	Oregon	67.7%
Arkansas	80.7%	Georgia	67.5%
Hawaii	80.0%	60–64%	
Ohio	80.0%	New Mexico	63.0%
		Nevada	62.0%
		Idaho**	77.3%
		Kentucky*	86.1%
		Oklahoma*	84.8%

** First Year of ACGR data was 2012–13

* First year of ACGR data was 2013–14

Source: NCES, US Department of Education

Table 2 • State 2017 ACGR and Change since 2011, by Range

State	2017 ACGR	Change (% Point)	State	2017 ACGR	Change (% Point)
90–94%			80–84%		
Iowa	91.0%	2.7%	Ohio	84.2%	4.2%
New Jersey	90.5%	7.3%	Rhode Island	84.1%	6.8%
85–89%			Indiana	83.8%	-1.9%
Tennessee	89.8%	3.3%	South Dakota	83.7%	0.3%
Kentucky	89.7%	3.6%	South Carolina	83.6%	10.0%
Texas	89.7%	3.8%	Mississippi	83.0%	9.3%
West Virginia	89.4%	12.9%	California	82.7%	6.4%
Alabama	89.3%	17.3%	Hawaii	82.7%	2.7%
Nebraska	89.1%	3.1%	Minnesota	82.7%	5.8%
Vermont	89.1%	1.6%	Oklahoma	82.6%	-2.2%
New Hampshire	88.9%	2.8%	Florida	82.3%	11.7%
Wisconsin	88.6%	1.6%	New York	81.8%	5.0%
Massachusetts	88.3%	4.9%	Nevada	80.9%	18.9%
Missouri	88.3%	7.0%	Georgia	80.6%	13.1%
Arkansas	88.0%	7.3%	Michigan	80.2%	5.9%
Connecticut	87.9%	4.9%	75–79%		
Maryland	87.7%	4.9%	Idaho	79.7%	2.4%
North Dakota	87.2%	0.9%	Washington	79.4%	2.8%
Illinois	87.0%	3.2%	Colorado	79.1%	5.2%
Delaware	86.9%	8.4%	Alaska	78.2%	10.2%
Maine	86.9%	3.1%	Louisiana	78.1%	7.2%
Virginia	86.9%	4.9%	Arizona	78.0%	0.1%
North Carolina	86.6%	8.7%	Oregon	76.7%	10.0%
Pennsylvania	86.6%	4.0%	70–74%		
Kansas	86.5%	3.5%	New Mexico	71.1%	8.1%

Source: NCES, US Department of Education

Table 3 • Equity Path to 90: Estimated Additional Graduates Needed to Reach a 90 Percent Graduation Rate by Subgroup

Cohort Year	All Students (N)	American Indian/Alaska Native (N)	Asian/Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
2016–17	199,466	7,286	-	70,282	86,486	26,793	†	99,877	203,907	54,689



REACHING A 90 PERCENT Graduation Rate for All Students



If states focus attention on ESSA goals, they have the ability to play a crucial role in creating more equitable outcomes for all students.

Since 2015, the *Building a Grad Nation* reports have highlighted critical drivers in raising high school graduation rates. These drivers have included student subgroups and geographic locales, as well as school types that are most in need of support and intervention and are critical to reaching a 90 percent graduation rate for all students equitably. In this report, we add a new critical subgroup—students who are homeless.

As states are required to identify schools for comprehensive support and improvement under the Every Student Succeeds Act, it is essential to ensure traditionally underperforming states and schools are getting the supports they need and are making sufficient progress in meeting their student subgroup graduation rate goals laid out in their state ESSA plans (see Appendix N). As such, last year's report began reporting on each state's subgroup goals (see Appendix O) and will continue to do so in order to hold states accountable for progress. If states focus attention on ESSA goals, they have the ability to play a crucial role in creating more equitable outcomes for all students.

► Where We Stand: Low-Income Students

Low-income students made up 47.2 percent of the nation's graduating cohort in 2017, with an average graduation rate of 78.3 percent. Improving graduation rates for this demographic is critically important to reaching the 2020 goal, given that they make up nearly half of the nation's students.

Graduation rates for low-income students rose at a rate just above the national average for all students, with an increase of 0.7 percentage point (as compared to the 0.5 percentage-point growth nationally). Only five states have low-income graduation rates above the national average for the overall student population of 84.6 percent (Arkansas, South Carolina, Texas, Kentucky, and West Virginia).

- In 2017, four states achieved a graduation rate above 85 percent for low-income students: Kentucky, South Carolina, Texas, and West Virginia.
- An additional nine states crossed the 80 percent mark for low-income students, while just three states were left in the bracket of 65–69 percent.
- While most states saw increases in their low-income graduation rates, 14 states (Arizona, California, Idaho, Indiana, Iowa, Louisiana, Missouri, Nebraska, New Mexico, South Carolina, Tennessee, Virginia, Washington, and Wyoming) saw their rates decrease from 2016 to 2017. This is a concerning trend.

Six-year trend lines show that graduation rates for low-income students have risen an average of 8.3 percentage points, above the six-year average for all students of 5.6 percentage points. In 2011, 48 states had low-income graduation rates of less than 80 percent, and 22 states had rates below 70 percent. In 2017, that number had dropped to 36 states with low-income graduation rates of less than 80 percent, and only six of those had rates lower than 70 percent. This is a significant improvement, but still leaves over half of the states with low-income graduation rates below the national average for low-income students.

Fifteen states are driving progress for low-income students, with gains of 10 percentage points or more in the last six years. These states include Florida, Georgia, Nevada, and Utah, a group of states that also had some of the largest gains for all students.

Low-Income/Non-Low-Income Gaps

The graduation rate gap between low-income and non-low-income students ranges widely across states, from a high of 24.5 percentage points in Wyoming, to a low of –2.7 percentage points in South Carolina. With the exception of Indiana, the Midwest is home to the majority of states with the largest gaps for

Table 4 • States with the Largest Graduation Gaps Between Low-Income and Non-Low-Income Students, 2016–17

State	Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2017	Percent of Low-Income Students in the Cohort, 2017 (%)
Wyoming	24.5	13.4%
Minnesota	23.9	42.7%
South Dakota	23.7	29.7%
Michigan	20.6	40.2%
Colorado	20.0	47.0%
Ohio	19.3	42.5%
Washington	19.0	50.5%
North Dakota	17.9	26.4%
Idaho	17.9	54.8%
Rhode Island	17.4	53.4%

Table 5 • States with Highest Proportion of Low-Income Non-Graduates, 2016–17

State	Percentage of State Non-Graduates who are Low-Income	Percentage of Low-Income Students Within the 2017 Cohort	Low-Income ACGR, 2017
West Virginia	92.0%	76.8%	87.3%
Maine	84.2%	53.3%	79.3%
Arkansas	82.2%	65.3%	84.9%
California	82.2%	67.1%	78.8%
Nevada	81.4%	67.0%	76.8%
Kansas	81.1%	51.2%	78.6%
Rhode Island	80.7%	53.4%	76.0%
Louisiana	80.1%	64.1%	72.6%
Massachusetts	79.9%	44.5%	79.0%
Vermont	78.9%	45.3%	81.0%

this demographic. Many of these Midwestern states also have large proportions of low-income students. For example, Minnesota, Michigan, Idaho, and Ohio have high school graduation cohorts with over 40 percent low-income students. In 2017, the 10 states with the largest graduation gaps between low-income and non-low-income students were Wyoming, Minnesota, South Dakota, Michigan, Colorado, Ohio, Washington, North Dakota, Idaho, and Rhode Island.

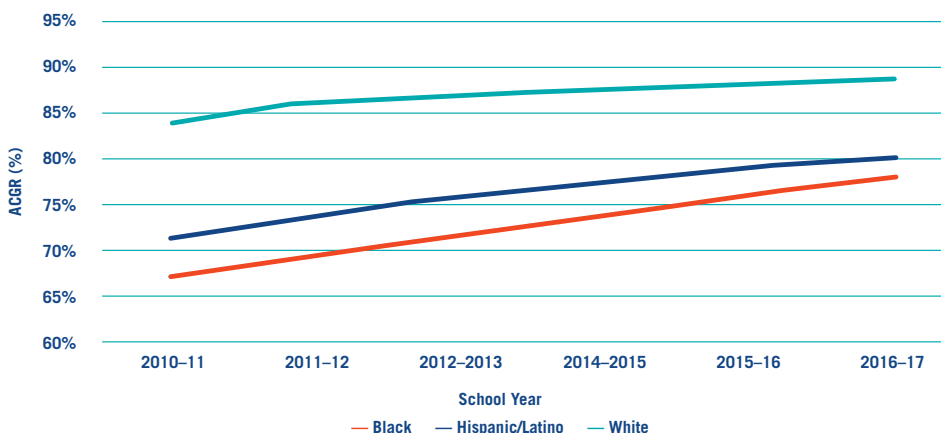
Over the last six years, the majority of states have seen the gaps between low-income and non-low-income students gradually decrease. Thirteen states, however, have gone in the other direction and seen this gap increase (Texas, Missouri, Maine, Hawaii, North Dakota, Louisiana, Arizona, Washington, Colorado, Michigan, South Dakota, Minnesota, and Wyoming). The majority of these states already had some of the largest gaps between low-income and non-low-income students to begin with, meaning even more low-income students are being left behind.

To better tackle graduation rate gaps, it is important to understand if there are specific subgroups that are over-represented in the students that fail to graduate on time each year. Reviewing percentages of non-graduates by subgroup can clarify where states can direct their focus in order to make larger gains. For example, in California, more than eight out of 10 students who did not graduate on time were low-income students.

The states with the highest proportions of low-income non-graduates are a diverse group, ranging from small and largely rural West Virginia to the State of California with its large urban centers and the largest student population in the country. In eight states, more than eight out of 10 students who did not graduate with their peers were low-income. Reducing the number of low-income non-graduates in these states will require a range of reforms and smart tactics, given the differences among states in terms of population, challenges, and resources.

► Where We Stand: Black and Hispanic Students

Growth in the national graduation rate continues to be driven by increases for Black and Hispanic students across the country. Black and Hispanic students made higher yearly gains than their white counterparts (1.4 and 0.7 percentage points respectively, as

Figure 3 • Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010–11 to 2016–17

Source: National Center for Education Statistics (NCES). Retrieved from <http://www.ed.gov/news/press-releases/achievement-gap-narrows-high-school-graduation-rates-minority-students-improve-faster-rest-nation>

Table 6 • States with the Largest Percentage of Black Students

State	Percent of Students in the Cohort that are Black	ACGR, Black, 2016–17
Mississippi	49.5%	79.3%
Louisiana	43.6%	72.8%
Georgia	37.7%	77.8%
South Carolina	35.8%	81.3%
Maryland	35.1%	85.4%
Alabama	34.3%	86.5%
Delaware	31.1%	83.2%
North Carolina	26.5%	83.9%
Tennessee	25.0%	84.0%
Virginia	23.1%	82.8%

compared to 0.3 percentage point for white students, and 0.5 percentage point nationally) in 2017. Despite a faster rate of growth, however, these subgroups of students still graduate at rates lower than their white peers.

In 2017, the national graduation rate for Hispanic students reached 80 percent for the first time, a milestone for the nation. Six states—Alabama, Arkansas, Maine, Texas, Vermont, and West Virginia—led the way with graduation rates greater than 85 percent. Twenty-six states had graduation rates below 80 percent for Hispanic students, two of which (Louisiana and Minnesota), had graduation rates below 70 percent. This is an improvement from 2016 when five states had rates below 70 percent for this subgroup.

The national Hispanic-white graduation gap is 8.6 percentage points, a decrease from 9 percentage points in 2016, and 13 points in 2011. Twenty-seven states have gaps larger than the national average, and one state, Minnesota, has a gap larger than 20 percentage points.

Graduation rates for Black students also fall below the national average, with a rate of 77.8 percent. Among the five states with the largest percentage of Black students, only two (Maryland and Alabama) have obtained graduation rates for Black students that exceed the national average for the overall student population.

In 2017, 23 states had graduation rates above 80 percent for Black students, while 27 states had graduation rates below 80 percent. Troublingly, seven of those states (Michigan,

Table 7 • States with the Highest Proportion of Non-Grads who are Black

State	Percent of State's Non-Graduates that are Black	Percent of Students in the Cohort that are Black	ACGR, Black
Mississippi	60.3%	49.5%	79.3%
Louisiana	54.1%	43.6%	72.8%
Alabama	43.3%	34.3%	86.5%
Georgia	43.2%	37.7%	77.8%
Maryland	41.6%	35.1%	85.4%
South Carolina	40.8%	35.8%	81.3%
Delaware	39.9%	31.1%	83.2%
Tennessee	39.1%	25.0%	84.0%
Missouri	34.3%	16.7%	75.9%
Florida	31.9%	22.4%	74.8%

Table 8 • States with the Largest Percentage of Hispanic Students

State	Percent of Students in the Cohort that are Hispanic	ACGR for Hispanic Students
New Mexico	60.1%	70.5%
California	52.0%	80.3%
Texas	49.9%	87.7%
Arizona	43.1%	74.5%
Nevada	40.0%	79.7%
Colorado	32.1%	71.1%
Florida	29.9%	81.3%
Illinois	23.3%	83.5%
New Jersey	23.0%	84.3%
New York	22.7%	71.2%

Table 9 • States with Highest Percent of Non-Graduates in the State that are Hispanic

State	Percent of Non-Graduates in the State that are Hispanic	Percent of Cohort that is Hispanic	Hispanic Student ACGR
New Mexico	61.3%	60.1%	70.5%
Texas	59.5%	49.9%	87.7%
California	59.2%	52.0%	80.3%
Arizona	49.9%	43.1%	74.5%
Colorado	44.4%	32.1%	71.1%
Nevada	42.5%	40.0%	79.7%
New Jersey	38.0%	23.0%	84.3%
Connecticut	37.7%	20.5%	77.7%
Massachusetts	36.6%	16.7%	74.4%
New York	35.9%	22.7%	71.2%

Minnesota, Nevada, New Mexico, Ohio, Oregon, and Wisconsin) still had graduation rates for Black students below 70 percent.

In 2017, the national graduation gap between Black and white students was 10.8 percentage points. This is a decrease from

11.9 percentage points in 2016, and 17 points in 2011. At the state level, 24 states had Black-white graduation rate gaps greater than the national average in 2017. Of these states, Wisconsin and Minnesota had gaps larger than 20 percentage points.

In 2017, Black students made up 15.6 percent of the nation's total graduating cohort, but comprised 22.5 percent of the nation's non-graduates. By looking at the percentage of Black students in each state who do not graduate with their peers, we can better understand where we must concentrate our efforts in order to see improvements for these students.

The national graduation rate for Hispanic students crossed 80 percent in 2017. Here again, we can see uneven progress across states. Gains in Hispanic graduation rates were in large part driven by improvements in Texas and California—two highly populated states, where half of all students are Hispanic, and Hispanic graduation rates are above 80 percent. At the same time, it remains

problematic that in states with substantial Hispanic student populations—such as Arizona, Colorado, New Mexico, and New York—Hispanic graduation rates remain in the mid-to-low 70s. The net result is Hispanic students comprise 23.4 percent of the graduating cohort in the nation, and 30.4 percent of non-graduates.

Table 10 • Homeless Students National Data

School Year	Number of Homeless Students	Homeless Students High School Graduation Rate
2016–17	1,355,821	64%

Note: The graduation rate is based on analysis of 44 states that submitted disaggregated high school graduation rates to the Department of Education. Source: National Center for Homeless Education

Table 11 • State-Level ACGR for Homeless Students Compared to All Students and Economically Disadvantaged Students

State	All Students	Economically Disadvantaged Students	Homeless Students
Alaska	78.2%	72.0%	56.3%
Arkansas	88.0%	84.9%	79.4%
Colorado	79.0%	70.5%	55.8%
Delaware	84.7%	76.5%	81.3%
Florida	82.3%	76.8%	63.8%
Georgia	80.6%	76.4%	60.9%
Idaho	79.7%	71.6%	55.1%
Indiana	83.8%	80.3%	70.3%
Kansas	86.9%	78.8%	66.3%
Maine	86.9%	79.3%	59.7%
Maryland	87.7%	79.3%	67.2%
Michigan	80.2%	67.9%	54.6%
Minnesota	82.7%	69.0%	45.4%
Missouri	89.0%	81.8%	76.4%
Montana	85.8%	76.6%	61.9%
New Hampshire	88.9%	77.5%	65.4%
New Jersey	90.5%	83.9%	73.2%
North Carolina	86.5%	81.8%	69.2%
Ohio	84.1%	73.1%	60.3%
Oregon	76.7%	70.1%	50.7%
Rhode Island	84.1%	76.0%	60.7%
South Dakota	83.7%	66.9%	56.8%
Texas	89.7%	86.9%	72.1%
Washington	79.3%	70.0%	53.9%
Wisconsin	88.6%	77.4%	68.7%
Wyoming	80.2%	67.9%	60.8%

As of the 2017–18 school year, ESSA requires all states to submit graduation rate data for students experiencing homelessness. The individual state data shown here were provided voluntarily to the Education Leads Home campaign by state education agencies.

► Where We Stand: Homeless Students

Homeless students face multiple barriers to graduation. Newly collected graduation rate data reflects the challenges of keeping this demographic in school and on track, highlighting that they may have the lowest graduation rates in the nation of any subgroup.

Until very recently, states were not required to report graduation rate data for homeless students, meaning there was no way to measure or hold states accountable for the success of these young people. Under ESSA, all states will be required to submit disaggregated graduation rates for homeless students for 2017–18. This year, 44 states shared 2016–17 data voluntarily with the National Center for Homeless Education. While data specific to each state will not be released by NCHE this year, NCHE used the submitted state data to calculate a national average graduation rate of 64 percent for homeless students, as compared to the low-income rate of 78.3 percent, and 84.6 percent for all students.

In addition, 26 states shared their graduation rate data for homeless students with our **Education Leads Home** campaign.

- Twenty states have rates below 70 percent for homeless students, and nine among that group have rates below 60 percent. Minnesota has the lowest rate, at 45.4 percent.
- One state (Delaware) has a graduation rate above 80 percent for homeless students.

Students experiencing homelessness are **87 percent** more likely to drop out of school than their housed peers, and without a high school diploma youth are **4.5 times more likely to experience homelessness** later in life (Morton, Dworsky, and Samuels, 2017). Furthermore, more than 95 percent of jobs created during the economic recovery have gone to workers with at least some college education, while those with a high school diploma or less are being left behind. More and more research supports the imperative of actively addressing the educational needs of homeless students to help break the cycle of poverty.

Spotlight on Michigan: Supporting the Attendance of Students Experiencing Homelessness

Students who miss 10 percent or more of days enrolled in school are defined as chronically absent—including both excused and unexcused absences. Research indicates that students who are chronically absent are less likely to meet grade level proficiency standards and more likely to drop out of school (Attendance Works, 2018). Absences in early grades have lasting impact: Among third grade students, those who were not chronically absent in kindergarten and first grade were 3.5 times more likely to read on grade level than their peers who were chronically absent both years (64 percent vs. 17 percent, respectively) (Applied Survey Research, 2011). When students consistently miss school, it is often a sign of underlying challenges and may signal a student is experiencing homelessness.

Based on recent estimates in a report by **Poverty Solutions** at the University of Michigan, the state of Michigan has the sixth highest statewide chronic absenteeism rate in the country (Erb-Downward and Watt, 2018). Close to one out of every six children enrolled in the state's public and charter schools were chronically absent in the 2016-2017 school year. Homeless students had the highest chronic absenteeism rate of all subgroups in the state for which data was available: Forty percent, or 2.5 times the rate of the statewide average. The next highest rate was 8 percentage points lower. Among students who self-identified as African American, 32 percent were chronically absent, followed by students with disabilities and economically disadvantaged students at 24 percent.

The report noted that chronic absenteeism varied greatly by district for homeless students, however, and that this variability presents an opportunity to identify what is working in some school districts to support homeless student attendance. In fact, in four school districts, homeless students were chronically absent at rates lower than the statewide average for housed students (16 percent), indicating that chronic

absenteeism is preventable for even the most vulnerable students.

In light of these districts' successes, Poverty Solutions recommends that districts and states:

1. **Ensure that attendance programs and policies meet the needs of all students, including those experiencing homelessness:** Because students experiencing homelessness are chronically absent at such markedly higher rates than their housed peers, it is critical that programs to improve attendance are designed in ways that address barriers specific to these children and families. Beth Wallin, a high school counselor and homeless education local district liaison from Manton Consolidated Schools in northern Michigan, says that effective policies and practices often hinge on practitioner willingness to get creative. For example, "Getting [students experiencing homelessness] food is easy. When they start missing school and isolating themselves, we have to actively reach out and provide transportation in any way possible. We have a teacher who lives in Traverse City and picks up [one student] every day. We pay mileage for [the teacher] to pick up [the student] fifty miles away from school."
2. **Learn from local and national successful attendance interventions:** While the needs of students experiencing homelessness and successful strategies for supporting them may vary somewhat from one community to the next, Wallin believes that effective chronic absenteeism interventions universally depend on a genuine commitment from district administrators. "Our administration takes [chronic absenteeism] seriously and personally for the kids. When our superintendent hears about kids going through these kinds of things, he literally wraps his arms around these kids and won't let go of them. That makes my job both serious and easy. It's not cheap to make sure these kids

experiencing homelessness are getting what they need. There's an expense involved, and that's one place where our superintendent does what needs to be done and doesn't cut corners." Wallin admits that this buy-in isn't easy to come by: "You can't train it. You can't buy it. In the end, if they didn't care the way they do, we couldn't do what we do."

3. **Adopt real-time attendance tracking tools:** Early identification and outreach to students and families are vital for improving school attendance. It is easy, however, to miss early patterns of school absence that place students at risk for chronic absenteeism. Real-time attendance tracking tools make earlier identification easier and are available to both teachers and administrators for free through national organizations such as **Attendance Works**. One example of a state-specific resource is **MiDataHub**, a Michigan initiative to improve the management and usability of school data. Opting into the initiative provides Michigan schools with streamlined access to previously disconnected sources of data which enables improved identification and outreach to struggling students.

Remember, however, that data is only one part of a comprehensive intervention strategy. Sue Lenahan, an elementary and middle school counselor and homeless education local district liaison from Big Rapids Public Schools in central Michigan notes, "I may learn about a student's attendance problems while reviewing data, but more than likely one of the teachers will contact me voicing their concern; or the attendance clerk will let me know of a student's attendance so that I can make additional contact with the family. Or our food service department might reach out to me and let me know that a particular homeless student hasn't eaten lunch for a number of days. It is definitely teamwork that makes all of this work, but if I didn't consciously nurture the relationships I have with the other members of this complex team, the support we offer the students would be much harder to accomplish. Everyone matters."

Table 12 • States with the Highest Proportion of Student With Disabilities (SWD) Non-Graduates, 2017

State	Percent of State Non-Graduates who are SWD	Percent of SWD Students within the 2017 Cohort	SWD Student ACGR
Maine	46.1%	22.0%	72.5%
Massachusetts	44.6%	19.2%	72.8%
Connecticut	42.7%	15.5%	66.7%
New Hampshire	39.7%	16.9%	74.0%
New York	38.3%	15.6%	55.4%
Rhode Island	38.0%	16.3%	63.0%
Mississippi	36.8%	9.8%	36.4%
Virginia	36.2%	11.8%	59.8%
Iowa	35.9%	12.6%	74.3%
Vermont	35.8%	16.2%	76.0%

Encouragingly, six states have agreed to participate in a State Partnership Challenge with the **Education Leads Home** (ELH) campaign that brings together policymakers and practitioners with the goal of overcoming child and youth homelessness through education. Through the partnership, each state is committed to researching and implementing replicable best practices that address the most urgent needs of their unique homeless student populations. By working directly with state leaders to develop and implement strategic action plans, and creating an innovative and collaborative “learning lab” of best practices from birth through postsecondary education, ELH’s State Partnerships will promote educational achievement and help break the cycle of poverty and homelessness.

► Where We Stand: Students With Disabilities

Previous *Building a Grad Nation* reports have explored the complexity in cross-state comparisons for students with disabilities due to variance in state diploma requirements and identification procedures. Research has also indicated that anywhere from 24 to 32 states offer diploma options specifically for students with disabilities (Achieve, 2016; Johnson, Thurlow, Qian, and Anderson, 2019). This makes drawing any generalizations from state-by-state analysis for students with disabilities difficult. More importantly, it presents challenges for students themselves, as differences in the diploma requirements—and even the types of diplomas students with disabilities are eligible to receive—leave students ill-equipped for

postsecondary education. Making things even murkier, when the National Center on Educational Outcomes asked states that allow students with disabilities to receive different diploma options if their states report data on the number of students receiving different diploma types, just seven states responded (Johnson, Thurlow, Qian, and Anderson, 2019). In order to better understand the education landscape for students with disabilities and hold states accountable for progress with this subgroup, all states should disaggregate data on the types of diplomas students with disabilities are receiving.

Although state-to-state discrepancies make state comparisons challenging, one thing is clear: Students with disabilities continue to graduate at rates well below their peers. The graduation rate for students with disabilities ticked up in 2016–17, increasing by 1.6 percentage points to 67.1 percent nationally, the largest uptick among subgroups analyzed in this report. This marks a six-year increase of 8.1 percentage points. Still, the rate makes students with disabilities the student subgroup with the third-lowest graduation rate across the country, trailed only by English Learners and homeless students (based on the data available today). Although most states saw improvements in their on-time graduation rate for students with disabilities, just 26 states saw increases of at least 1 percentage point. Moreover, 14 states saw their rates decline over the past year.

Students with disabilities face some of the most inequitable outcomes of any student subgroup, with a 19.8 percentage point graduation rate gap between them and their peers. Graduation gaps between students with disabilities and their peers without special needs fluctuate across states, from lows of 4.7 and 6.6 points in Arkansas and Oklahoma, respectively, to a high of 51.7 points in Mississippi. In 24 states, the graduation gap between students with disabilities and their peers without disabilities was greater than 20 percentage points. Only three states had such gaps less than 10 percentage points.

Significantly, students with disabilities make up 25.2 percent of all students who fail to graduate on time, despite comprising only 11.8 percent of the total 2017 cohort. Half of the states where students with disabilities are the largest proportion of non-graduates are states with above average high school graduation rates—Iowa, Maine, Massachusetts, New Hampshire, and



Change in Graduation Requirements Leads to Dramatic Spike in Nevada's Graduation Rate

Long one of the states which has struggled the most to achieve high on-time high school graduation rates, Nevada experienced a 7.3 percentage point jump in their high school graduation rate from 2015–16 to 2016–17, the largest increase of any state in the nation. That increase, however, seems to have been driven in part by two changes to Nevada's high school graduation requirements, rather than just improvements in keeping students on track to graduation.

Beginning in 1979, Nevada required students to pass at least one High School Proficiency Exam (HSPE). Following Nevada's adoption of the Common Core Standards in 2010, the state's High School Proficiency Exams were determined to no longer align with the new standards. At that time, students were required to pass HSPEs in Math, Reading, Science, and Writing. The state legislature subsequently voted to replace the HSPE with end-of-course evaluations, beginning with students in the 2016–17 school year, and charged the State Board of Education with determining how students' exam results would factor into their final grade in the course.

Subsequently, the Board decided that for the first two years of the new end-of-course examinations (2016–17 and 2017–18), a student need only participate in the end-of-course exams to graduate from high school. This is significant, as the Class of 2016, the last class required to pass the HSPE, saw at least 18 percent of test-takers score below proficient on every exam required to graduate, meaning that these students would be ineligible to receive a high school diploma of any kind. Moreover, no more than 37.4 percent of students with

disabilities scored proficient on any of the exams, while just 28 percent of English Learners were proficient on the math exam, the highest rate of proficiency by ELs on any of the four required exams. This could account for a sizable amount of the 35.4 and 39.1 percentage point gains by students with disabilities and English Learners, respectively, from the 2015–16 school year to 2016–17.

Beginning in the 2018–19 school year, the end-of-course assessments will count for 10 percent of a student's final grade, increasing 5 percent each subsequent school year until reaching a maximum weight of 20 percent.

In addition to changing the graduation requirements for test passing, Nevada will retroactively grant diplomas to students who previously met all the requirements to receive a diploma, but failed to pass at least one of the state's required proficiency exams. This may allow a student who left high school as long ago as 1980 to receive a diploma.

Nevada is not the first state to do away with required state exit exams and bestow retroactive diplomas. As of 2016, at least six other states—Georgia, California, Texas, South Carolina, Arizona, and Alaska—have been awarding retroactive diplomas for previous cohorts of students after making similar changes to their graduation requirements (Gewertz, 2016). These retroactive diplomas are not counted toward the state's ACGR, so they are not actively influencing present graduation rates.

Students with disabilities chances of receiving a high school diploma have also been altered as the result of a second change in Nevada's state graduation requirements in 2017. The state legislature

passed a bill that allows students with disabilities who fail to satisfy Nevada's graduation requirements to still receive a diploma. Any student with a disability who does not meet Nevada's graduation requirement is able to receive a standard high school diploma if the student demonstrates proficiency through a portfolio of work, while also satisfying the requirements set forth in the student's individualized education program. Additionally, the bill allows a student who suffers a significant cognitive disability to receive an alternate diploma if the student passes an assessment prescribed by the State Board of Education. Prior to this change, students with disabilities were also required to pass the four HSPE and were given no flexibility even if they had difficulty taking standardized tests.

While it is important to recognize the specific needs of students with disabilities, and provide these students with the support and flexible learning environments they need to succeed in high school and beyond, it is important to ensure that any allowances for students with disabilities at the high school level maintain the rigor and coursework necessary to successfully prepare these students for postsecondary education and the increasing demands of the workforce.

Although both adaptations to Nevada's high school graduation requirements are well-meaning, both raise concerns that the sizable jump in the state's graduation rate is influenced by changes in requirements rather than demonstrable improvements in educating students and preparing them for success beyond high school. Nevada's new graduation requirements will merit significant monitoring to ensure students receiving a diploma are also receiving a quality education.

Vermont. Thus, even states that have found ways to improve their graduation rates overall, continue to struggle to find ways to graduate students with disabilities at similar levels. This, and the fact that one of every four students who fails to graduate high school on time is special needs, emphasizes how important it is to address the inequitable outcomes of students with disabilities for all states. State variation in graduation rates for students

with disabilities merits further study and examination to understand why some states are making significant progress and others continue to languish.

► Where We Stand: English Learners

The National Center for Education Statistics defines English Learner as an individual who

was not born in the United States or whose native language is a language other than English; or who comes from an environment where a language other than English is dominant; or who is an American Indian or Alaska Native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient

difficulty speaking, reading, writing, or understanding the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (U.S. Department of Education, 2016).

In the fall of 2015, there were 4.8 million ELs in the United States. This amounts to 9.5 percent of all U.S. students grades K–12. For the 2014–15 school year and earlier, data on the total number of ELs enrolled in public schools and the percentage of public school students who were ELs included only students who participated in EL programming. Beginning in 2015, however, calculations were changed to include all EL students, regardless of program participation. For this reason, comparisons between 2015 and prior years should be done with caution. Still, 9.5 percent amounts to a significant increase from 8.1 percent in 2000, and follows larger demographic trends in the United States.

ELs are primarily made up of native Spanish/Castilian speakers (77.1 percent of ELs and 7.6 percent of total U.S. enrollment). English Learners also most commonly live in urban areas, where they amounted to 14 percent of all students in the fall of 2015, followed by suburban areas (9.1 percent), towns (6.5 percent), and rural areas (3.6 percent).

The proportion of EL students is at its highest in Kindergarten and 1st grade, where 16.3 and 16.5 percent, respectively, of all students were ELs in the fall of 2015, and tapers off in each successive grade. This trend is due, in part, to students who are identified as English Learners when they enter school but reach language proficiency as they grow older. Of the 2017 cohort, 6.3 percent of students were ELs.

Discouragingly, as English Learners increasingly make up a larger share of the population, in 2017 their graduation rate decreased nationally by 0.5 percentage point, dropping to 66.4 percent. This leaves EL students with the second-lowest graduation rate of any of their peers, other than initial estimates of graduation rates for homeless students. In total, 19 states saw their graduation rate decline while another two saw no change in their overall rate. In 15 states, less than 60 percent of EL students graduate on time.

State Graduation Rate Accountability Fueled Graduation Rate Rise

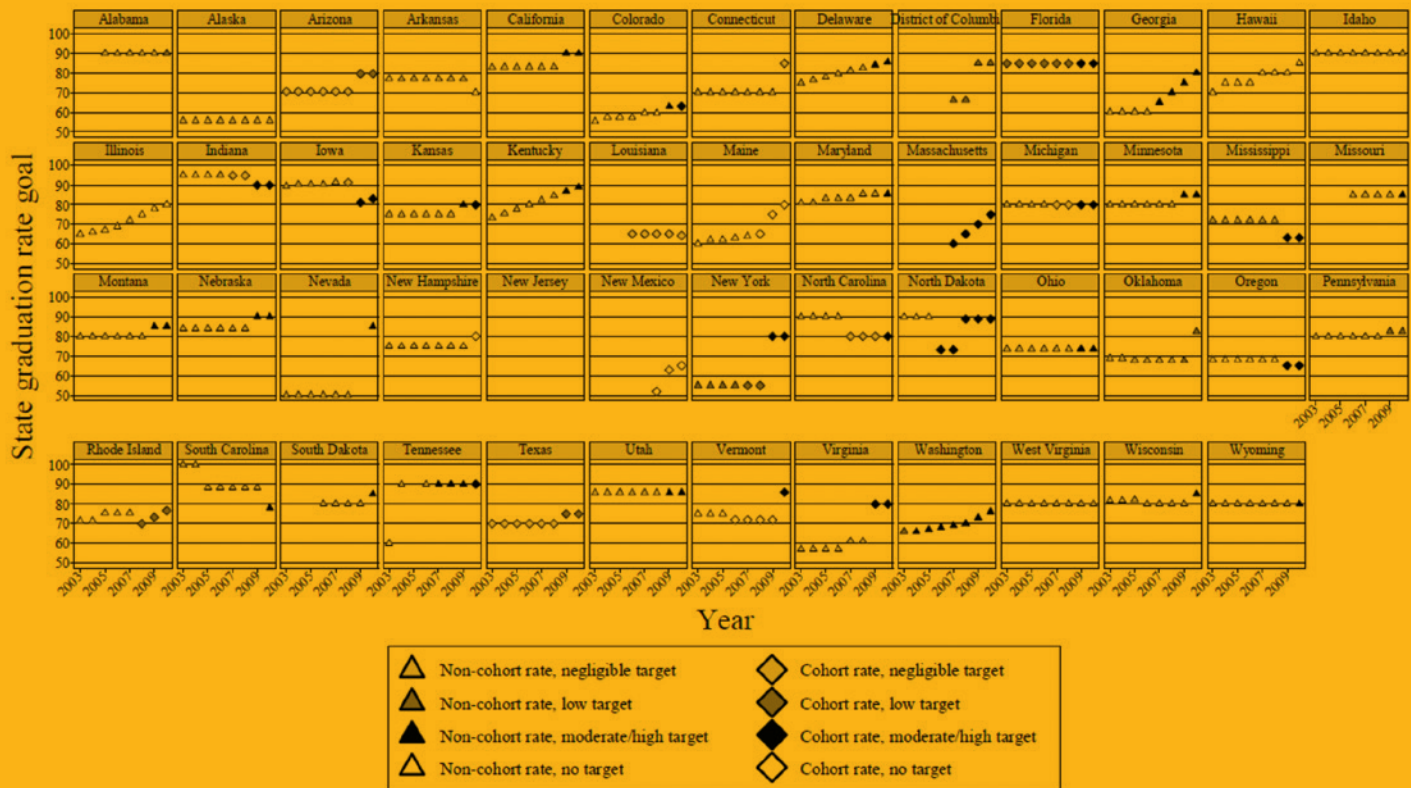
Recent ground-breaking research by Dan Princiotta of Johns Hopkins University's School of Education finds state graduation rate accountability systems helped fuel the rise in U.S. graduation rates from 2003 to 2010 (Princiotta, 2019). Conducting analysis at the state and district levels, the study examined numerous factors that have been proposed as possible drivers of improvements in high school graduation rates, from demographic and economic shifts, to smaller schools, the expansion of charter schools, and improvements in elementary and middle grades achievement. Even after accounting for all these factors, graduation rate accountability was the single largest contributor to improved graduation rates, accounting for 23 percent of the total observed increase in district graduation rates over that time (Princiotta, 2019).

The No Child Left Behind Act of 2001 (NCLB) mandated that states set up graduation rate accountability systems with statewide graduation rate goals for schools and districts. These systems typically included annual improvement targets for schools and districts that failed to meet state goals. Only if schools and districts met statewide goals or improvement targets would they make "Adequate Yearly Progress" and avoid sanctions under NCLB. Over time, and with the help of new federal regulations issued in 2008, states raised the bar for schools and districts with respect to graduation rate accountability (Princiotta, 2019; Title I—Improving the Academic Achievement of the Disadvantaged, 2008). Substantial variability existed, however, in the timing, intensity, and manner in which states increased their graduation rate goals, adopted more rigorous annual improvement targets, and implemented the gold-standard Adjusted Cohort Graduation Rate for accountability purposes, as shown in Figure 1.

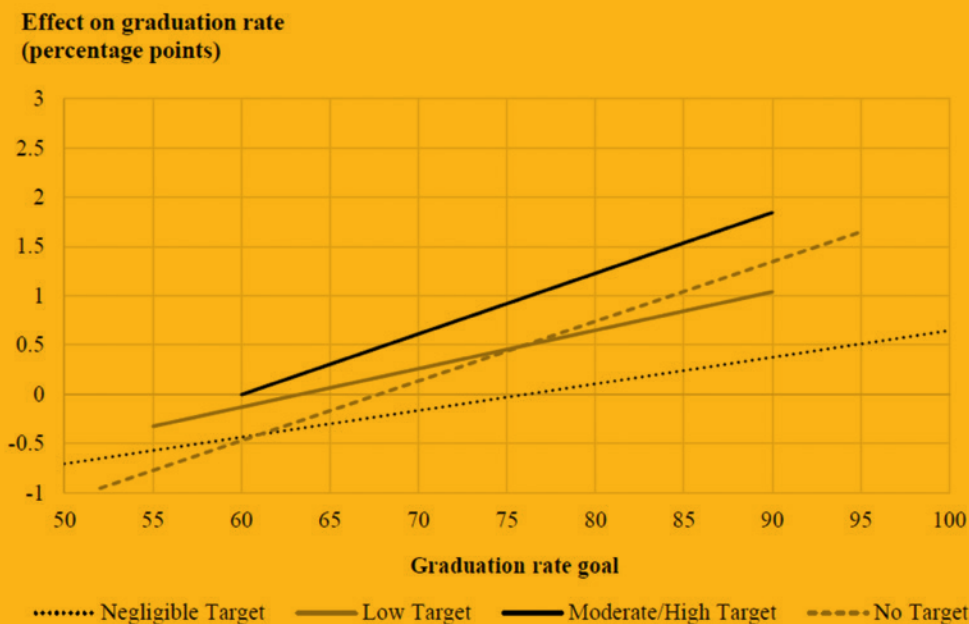
The result of these state-level changes can be seen at the district level. From 2003 to 2010, states' average district graduation rate goal increased from 74 to 80 percent, the percent of districts in states with negligible improvement targets decreased from 70 to 4 percent, the percent of districts in states with moderate or high annual improvement targets increased from 0 to 67 percent, and the percent of districts in states using a cohort graduation rate increased from 10 to 47 percent.

As shown in Figure 2, increased graduation rate goals were associated with increased district graduation rates, and this was particularly true in states with moderate or high annual improvement targets. District graduation rates also increased by about 1 percentage point, on average, with state adoption of the ACGR for accountability purposes (Princiotta, 2019).

Although numerous factors contributed to U.S. graduation rate increases during the No Child Left Behind era, state graduation rate accountability played a unique and critical role. In short, there is clear evidence that increased graduation rate accountability at the state level led to high school graduation rate improvements at the district level. Today, under ESSA, states have greater flexibility to design their graduation rate accountability systems, and districts are no longer necessarily held accountable for their graduation rates. Given Princiotta's (2019) landmark findings, to meet the GradNation Campaign goal of a national on-time graduation rate of 90 percent, states should set appropriately challenging graduation rate goals and targets under ESSA, provide support to schools and districts to meet them, and consider reinstituting district-level graduation rate accountability.

Figure 4 • State graduation rate goals, annual improvement targets, and use of cohort graduation rate by year: 2003–2010

Source: Reprinted from "Understanding the Great U.S. High School Graduation Rate Rise: 1998–2010," by Princiotta, D., p. 203. Copyright 2019 by Daniel Princiotta.

Figure 5 • Effect of state graduation rate goal and annual improvement target type on school district graduation rates, assuming use of a non-cohort graduation rate: 2003–2010

Source: Reprinted from "Understanding the Great U.S. High School Graduation Rate Rise: 1998–2010," by Princiotta, D., p. 229. Copyright 2019 by Daniel Princiotta.

Table 13 • States with the Highest Proportion of English Learner Non-Graduates, 2017

State	Percent of State Non-Graduates who are EL	Percent of EL Students within the 2017 Cohort	EL Student ACGR
New Mexico	34.4%	31.1%	68.1%
California	27.9%	14.7%	67.2%
Virginia	25.2%	7.7%	57.3%
Massachusetts	24.2%	7.7%	63.4%
Nevada	21.7%	22.6%	81.7%
Colorado	20.3%	12.0%	64.6%
Texas	19.9%	8.4%	75.5%
Hawaii	19.2%	10.7%	69.0%
Nebraska	16.9%	3.7%	50.0%
New York	16.8%	4.4%	30.8%

With a graduation rate of 66.4 percent, English Learners graduate at a rate 19.4 percentage points below their non-English Learner peers. Graduation rate gaps for English Learners ranges from a low of 4.4 percentage points in New Mexico to a high of 53.4 in New York. Four other states have graduation gaps greater than 40 percentage points, and in total, 23 have gaps greater than 20 percentage points.

English Learners comprise disproportionate rates of the nation's non-graduates. Across

the nation, English Learners made up 13.7 percent of all students who failed to graduate in four years, but comprised just 6.3 percent of the cohort. Of the states with the largest percent of non-graduates that are English Learners, three of the four states share a border with Mexico—Texas, New Mexico, and California—and the other is Nevada. Each of these states has significant proportions of English Learners, as well as Hispanic students. In fact, over 41 percent of all non-graduates that are ELs come from these four states.

Table 14 • Characteristics of High Schools Identified for Comprehensive Support and Improvement (CSI)

	Total	Regular	Special Education	Vocational	Alternative	Charter*
N =	1,805	1,017	17	14	756	501
Enrollment	381	538	117	413	176	271
Free/Reduced Lunch	69%	72%	53%	71%	66%	67%
Native	5%	7%	1%	<1%	3%	3%
Asian	2%	2%	1%	1%	2%	1%
Hispanic	35%	28%	14%	48%	44%	37%
Black	26%	33%	29%	36%	17%	28%
White	31%	29%	51%	14%	32%	29%
Pacific Islander	1%	1%	<1%	<1%	1%	<1%
Multi Racial	4%	3%	4%	2%	4%	4%
Urban	50%	56%	47%	57%	43%	62%
Suburban	26%	18%	47%	21%	36%	25%
Town	12%	11%	6%	14%	13%	7%
Rural	12%	16%	0%	7%	8%	6%

* Charter school is a status separate to and overlapping with school types (regular, special education, vocational, alternative).

► Where We Stand: Low-Graduation-Rate High Schools

In 2004, *Locating the Dropout Crisis* was released and identified the nation's lowest performing schools—schools that had a promoting power of 60 percent or less.¹ This report identified 2,007 regular or vocational schools with a promoting power of 60 percent or less with enrollment of 300 or more in the 2001–02 school year. These schools were educating 40 percent of the nation's Black students, a third of Hispanic students, and producing half of the nation's dropouts.

Following the development of the ACGR, the Building a Grad Nation report began tracking progress on regular and vocational schools that enroll 300 or more students with graduation rates of 67 percent or lower. The number of schools identified by this measure tracked closely with the schools captured by promoting power and in “Locating the Dropout Crisis.” Now, after a decade and a half of progress, there are only 731 regular or vocational high schools with graduation rates of 67 percent or lower and 300 or more students and producing just 16 percent of non-graduates. This represents substantial progress from the 2,007 schools identified in 2004 that housed half of the nation's non-graduates.

With the passage of the Every Student Succeeds Act in 2015, every state is required to identify high schools enrolling at least 100 students with graduation rates of 67 percent or lower for comprehensive support and improvement. Last year, we began tracking progress on these schools. In 2017, there were 2,357 such low-graduation-rate high schools, down from 2,425 in 2016. These low-graduation-rate high schools accounted for 12.5 percent of all public high schools enrolling 100 or more students that reported ACGR in 2017, enroll about 6.5 percent of all students, and educate approximately 31 percent of all four-year non-graduates.

Low-income students and students of color disproportionately attend low-graduation-rate high schools. While low-income students comprised just under 44 percent of all students in schools with 100 or more students that reported ACGR in 2016–17, over 58 percent of the student body in low-graduation-rate high schools were low-income students. Table 15 shows that both

¹ Promoting Power compares the number of seniors enrolled in a high school to the number of freshmen four years earlier (or three years earlier in a 10–12 high school).

Table 15 • Student Demographics in High Schools Reporting 2017 ACGR and Low-Graduation-Rate High Schools

School Type	Total Number of Schools	Total Enrollment	Low-Income	Native American	Asian	Hispanic	Black	White	Multi-Racial
Schools with 100 or more Students reporting 2016–17 ACGR	18,822	15,545,284	43.9%	1.1%	5.1%	24.5%	15.3%	50.6%	3.0%
Schools with 100 or more Students and 2016–17 ACGR at or below 67%	2,357	1,012,152	58.4%	3.7%	2.7%	30.6%	27.7%	31.3%	3.5%

Hispanic and Black students are similarly over-represented in low-graduation-rate high schools. Conversely, while white students amount to over half of all students in schools with 100 or more students nationally, they make up less than one-third of all students attending low-graduation-rate high schools.

States have begun identifying schools in need of comprehensive support and improvement (CSI, or CSI schools). Table 14 shows how many schools have been identified under ESSA to this point. So far, lists of CSI schools were available for 43 states.² These lists have identified 1,805 high schools for comprehensive support and improvement. Interestingly, while half of all CSI schools were found in urban areas, the majority of alternative schools identified were found in suburbs, towns, and rural areas.

That states have identified 1,805 of their low-graduation-rate high schools is significant. This means the vast majority of the 2,357 low-graduation-rate high schools in the nation have been targeted for comprehensive reform. If ESSA works as intended, these schools should all be engaging in evidenced-based reforms informed by a needs assessment. It will be important to ensure that states and schools implement ESSA with fidelity as it pertains to these low-performing high schools.

Under ESSA, the enrollment cutoff point for high schools automatically identified for comprehensive support and improvement is 100 students. It is important, however, for states to be aware of what is happening in schools that fall under this threshold. In 2016–17, schools with enrollments of fewer than 100 accounted for 6 percent of all on-

time non-graduates. Moreover, states must ensure schools are not intentionally keeping enrollment below 100 students to avoid accountability. Troublingly, while the national proportion of non-graduates attending schools with fewer than 100 students remained the same, 21 states saw their percent of on-time non-graduates at these schools increase, including Nevada, where the percent of on-time non-graduates from schools with fewer than 100 students increased by 8 percentage points to 38 percent.

Low-Graduation-Rate High Schools by State

The number and percentage of low-graduation-rate high schools varies widely across states, and with that the numbers of on-time non-graduates attending these schools. At the low end of the spectrum, West Virginia is the only state in the nation to not have a low-graduation-rate high school for the

second consecutive year. Meanwhile, it is no coincidence that New Mexico has the lowest on-time graduation rate in the nation, as almost three of every 10 schools (29 percent) in the state are low-graduation-rate high schools. In another three states—Arizona, Colorado, and Florida—more than one in every five high schools has an on-time graduation rate of 67 percent or lower.

Other states have extensive numbers of their on-time non-graduates come from low-graduation high schools. Over 25 percent of on-time non-graduates come from low-graduation-rate high schools in seven states, while more than one-third of on-time non-graduates are found in low-graduation-rate schools in Indiana, New Mexico, and New York.

Low-Graduation-Rate High Schools, by Type

For the purposes of this report, we examine two broad types of low-graduation-rate high

The Great American High School Campaign

In a separate report issued last year, *The Great American High School Campaign (GAHS)*, we highlighted that after more than a decade of progress in improving high school graduation rates, there remain about 1,300 traditional high schools that enroll 300 or more students in need of serious improvement and redesign. While the Every Student Succeeds Act (ESSA) will flag schools with 100 or more students as in need of comprehensive reform, GAHS focused on the struggling traditional high schools that serve both a substantial number of students and a defined geographic region. These are the schools that were once the pride of their community but no longer provide a reliable pathway for students to progress from adolescence to successful adulthood. From the inner city to the heartland of America, these low-performing high schools are concentrated in struggling communities that sit at the fault lines of race, class, and inequality. Remarkably, students in America still live in two different educational nations. In the first such nation, the vast majority of high schools have an average graduation rate of 90 percent or higher and dropping out is a rarity. The push and focus are getting kids into college and the workforce. In the second educational nation, the average on-time graduation rate for students trapped in the remaining 1,300 low-performing high schools is only 49 percent (and only 40 percent in the remaining 2,357 larger set of low-performing high schools) and success in college is an unrealized dream. The GAHS report lays out a clear path forward for the communities and schools where the past decade of high school reform efforts have failed to take hold.

² For Maine, Maryland, and Vermont, CSI schools had not yet been identified as of March 2019. For Nebraska, CSI schools had been identified but the list is not publicly available. For Alabama, Arkansas, the District of Columbia, and North Dakota, the status of their CSI lists is unknown.

Table 16 • States with the Highest Percentage of Low-Graduation-Rate High Schools (100 or more students) and Overall State ACGR, 2016–17

State	Percent of All High Schools that are Low-Graduation-Rate High Schools	State 2016–17 ACGR
New Mexico	29%	71.1%
Florida	21%	82.3%
Colorado	21%	79.1%
Arizona	20%	78.0%
Michigan	19%	80.2%
California	19%	82.7%
Alaska	18%	78.2%
New York	17%	81.8%
Utah	17%	86.0%
Idaho	16%	79.7%

schools: regular and alternative schools. These schools cover the majority of schools reporting ACGR in 2017. NCES defines a regular high school as any school that does not fall into the alternative, special education, or vocational category. In contrast, alternative schools, as defined by NCES, address the needs of students that typically cannot be met in a regular school, provide a nontraditional education, serve as adjuncts to a regular school, or fall outside the category of regular, special education, or vocational education. This report examines alternative and regular schools that are both district- and charter-operated. In 2017, charter-operated regular and alternative schools accounted for 9 percent of all high schools, but 26 percent of all low-graduation-rate high schools.

This report also examines virtual schools. While the number of these schools is much smaller in comparison, virtual schools educate a disproportionate number of the nation's four-year

non-graduates, and, as such, are home to large percentages of several states' non-graduates.

Regular High Schools: District Operated

District-operated regular high schools make up the bulk of high schools in America, and the majority are viewed as the traditional American high school. In 2017, 83 percent of all high schools and 34 percent of all low-graduation-rate high schools were regular district-operated schools. While the 770 low-graduation-rate regular district-operated high schools made up just 5 percent of all regular district high schools, that does represent a slight increase from 2016.

Regular High Schools: Charter Operated

Charter schools are publicly funded, privately operated schools. Currently, 44 states and the District of Columbia have charter-school laws, with just Montana, Nebraska, North Dakota, South Dakota, Vermont, and West Virginia as the only remaining states that do not allow charter

schools. Regular charter-operated schools accounted for 8 percent of all high schools in 2017 but amounted to 19 percent of all low-graduation-rate high schools.

Alternative High Schools: District Operated

The characteristics of alternative schools—and the definition of what an alternative school is—vary significantly from state to state. A 2014 state scan found that 43 states and the District of Columbia have formal definitions of alternative education, yet there is little consensus among states on how to define the term. Differences arise on student populations served, the education settings, the length of time students spend within alternative settings, and the instructional and environmental characteristics.

What is known, however, is that alternative schools educate many of the most at-risk students in the nation, some of whom are sent to alternative settings, and others who elect to attend district-operated alternative settings. Students in alternative settings are often struggling with poor grades or chronic absenteeism; are pregnant or parenting; have disciplinary infractions; are in the midst of re-engaging with school; are returning from incarceration/adjudication; are wards of the state (i.e., in foster care or homeless youth); in need of extra assistance; have jobs that require them to work to support themselves or their families; are newcomers to the U.S. or refugees; or have mental health needs (Deeds and DePaoli, 2017).

In 2017, district-operated alternative schools made up just 5 percent of all high schools, but 32 percent of all low-graduation-rate high schools. In all, three in four district-operated alternative settings had graduation rates at or below 67 percent.

Table 17 • Percent of Schools With 100 or More Students that are Low-Graduation-Rate Schools by Type, 2016–17

School Type	Percent of all High Schools	Percent of Total Low-Graduation-Rate High Schools	Percent of School Type that are Low-Grad-Rate High Schools
Regular District	83%	34%	5%
Regular Charter	8%	19%	28%
Regular Total	92%	53%	7%
Alternative District	5%	32%	75%
Alternative Charter	1%	7%	82%
Alternative Total	6%	38%	76%
Charter Total	9%	26%	34%
Virtual	1%	7%	78%

From a Nation at Risk to a Nation at Hope: The National Commission on Social, Emotional, and Academic Development

In our examinations in recent years of low-performing schools that had made significant gains in increasing their high school graduation rates, we consistently found schools and districts that were integrating social, emotional, and academic development. Over the last two years, a national commission on this topic completed its work. **The Aspen Institute's National Commission on Social, Emotional, and Academic Development (NC-SEAD)** was formed with the goal of bringing educators, scientists, parents, students, policymakers, and other leaders together to explore how to engage and energize communities to re-envision learning to encompass its social, emotional, and academic dimensions so all children can succeed. While many advocates have worked to improve the academic aspects of education, students need more than academic skills to succeed. Social and emotional learning is just as important as academics for both the wellbeing of students and for their success in school and the workplace. The Commission has worked to unite diverse voices to examine how schools can better fulfill their educational missions by integrating social, emotional, and academic learning to educate the whole child.

Social and emotional learning provides the basis for how learning happens—what child development experts and neuroscientists have highlighted as the “social gate to learning.” Cognitive skills and competencies underlie students’ ability to focus, set goals, and solve problems, and social and interpersonal competencies enable students to navigate social situations and resolve conflicts. Emotional skills and competencies aid students’ understanding of their own and other people’s emotions, respect for others, and handling stress and frustration. All these skills and competencies interact with attitudes, beliefs, and mindsets to guide students’ actions. Furthermore, character and values provide a basis for working with others and support core ethical values. These different dimensions of learning combine to act as a booster rocket to essential outcomes that we already measure, including school attendance, behavior, and academic achievement; high school graduation rates; postsecondary attainment; employment; and civic engagement.

The Commission **proposed a series of recommendations** on practice, policy, and research for how schools can better integrate dimensions of learning to educate the whole student. Recommendations for practice included

- setting a vision for student success that prioritizes the whole child;
- transforming learning settings so they are physically and emotionally safe—and so they foster strong bonds among students and adults;

- embedding social, emotional, and cognitive skills into school-wide instruction and practice;
- building adult expertise in child and adolescent development;
- aligning resources and leveraging partnerships across schools, families and communities to address the whole child; and
- shifting the research paradigm by forging closer connections between research and practice.

Furthermore, school structures should support development of relationships that make students’ voices heard and respected. To assist teachers and school staff, best practices should be shared not just through academic publications but in summaries geared toward educators and the public. The Commission encourages different groups to work together to achieve all of its recommendations.

While it will inevitably fall to educators and school leadership to enact the cultural and practical changes necessary to embed Social and Emotional Learning (SEL) into their schools, the National Commission also **provides clear actions policymakers can take to help support districts and schools** in this mission by setting a clear vision, fostering and supporting continuous improvement of learning environments, promoting the development of adult SEL capacity, and aligning resources efficiently and equitably. More specifically, policymakers should

- create local definitions of student success that include social and emotional competencies;
- develop standards, guidance, and frameworks that emphasize the importance of developing the whole learner;
- use data for continuous improvement in developing students’ SEL through repeated evaluation of data and experience to improve programs over time; and
- incentivize the redesign of education preparation and programs, and educator licensure requirements, to reflect the competencies required to support students’ comprehensive development. Communities and districts should then be encouraged to recruit, hire, support, and retain educators who demonstrate their ability to develop the whole learner.

Leaders and institutions are already working to implement the recommendations of the National Commission on Social, Emotional, and Academic Development.

Alternative High Schools: Charter Operated

Alternative charter schools, similar to their district-operated counterparts, serve non-traditional, often at-risk, students. They make up just 1 percent of all high schools reporting ACGR, but disproportionately account for 7 percent of all low-graduation-rate high schools. Eighty-two percent of all

charter-run alternative schools are low-graduation-rate high schools.

Virtual Schools

While virtual schools make up just 1 percent of all high schools across the nation, they amount to about 7 percent of all low-graduation-rate high schools. In several

states, virtual schools educate even greater percentages of four-year non-graduates, like Ohio (24 percent), Idaho (23 percent), and Arizona (22 percent), where more than one in five students who fail to graduate on time are educated by a virtual school. In total, 78 percent of all virtual schools qualify as low-graduation-rate schools.





EXAMINING THE CONNECTION

Between High School, Postsecondary, and the Workforce

High school graduation is a critical milestone that signals readiness for college and the workforce, but the GradNation campaign has always viewed it as an on-track indicator for students at or around the age of 18 and not a final destination. Given that the majority of jobs today and in the future will require some level of postsecondary education and training, in this section we examine how well high schools are doing in preparing their graduates for postsecondary success. We also feature in this year's report some innovative approaches to strengthening the school-to-work pipeline.

► Secondary School State Improvement Index

As high school graduation rates have continued to rise, concerns have been expressed that some of the improvement may be driven by the lowering of standards and, in so doing, weakening the value of a high school diploma and its ability to signal college and workplace readiness. The main evidence for this viewpoint has come from comparing gains in graduation rates with stagnation or minor gains in college aptitude tests—the ACT and SAT—and in some instances 12th grade scores on the NAEP. The validity of this analysis has been questioned by those who argue that, as high school graduates have become more diverse and less advantaged over time, flat scores on high school assessments represent progress. They indicate more students than ever, including many more low-income and students of color, are graduating high school with the same skill set as more advantaged populations demonstrated in prior years.

In order to dig more deeply into this question, this report developed a state-level index of secondary school improvement. The index uses four measures that are employed uniformly across states and, taken together, provide a measure of the extent to which states have been able to improve both the graduation rates and academic outcomes of their secondary schools.

These measures are the percent of students scoring proficient in Reading and Mathematics on the 8th grade NAEP exam, the percent of high school student graduates who score a three or higher on Advance Placement tests, and the percent of students who graduate on time within four years as measured by the Adjusted Cohort Graduation Rate.

We use 8th grade NAEP scores because this provides a measure of the academic skills with which students are entering high schools. Increases in proficiency rates

indicate elementary and middle schools within a state are increasing their capacity to prepare students to enter high school on a pathway to postsecondary success. The ACT, among others, has shown that middle grade academic achievement can be as, if not more, predictive of postsecondary success as high school achievement measures. Proficiency in 8th grade is also something schools and school districts actively aim to achieve, as 8th grade proficiency measured by state assessments is integral to all state accountability systems and has been since the advent of No Child Left Behind in 2001. NAEP scores are also designed to provide insight into the outcomes of the entire population of students, and as such, are not as affected as SAT and ACT scores are by changing populations of test-takers over time. Finally, we argue that 8th grade NAEP scores are a more accurate predictor of academic achievement of secondary school students than 12th grade NAEP scores, which both miss students who have dropped out before 12th grade, and is an assessment that neither schools nor students are motivated to prioritize.

To measure high school academic outcomes, we instead use the percent of high school graduates who score a 3 or higher on Advance Placement tests. This captures the percent of high school graduates who demonstrate the ability to do college level work, while in high school. Given that scoring a 3 or higher on an AP test often leads to college credit, students have a motivation to demonstrate their full ability. AP test success rates also depend on school- and district-level decisions around investment in teacher training and policy decisions around the level of access and support provided to students to take and succeed in AP courses.

Finally, we measure graduation rates using the adjusted cohort graduation rate, which measures the percent of

Table 18 • Secondary School Improvement Index, 2011–2017

State	8 th Grade NAEP Reading Proficiency	8 th Grade Math Proficiency	High School AP Scores Greater than 3	High School Graduation Rate	Total Index Score
States that Showed Improvement on All 4 Indicators					
Georgia	7.8 ↑	3.6 ↑	5.2 ↑	13.6 ↑	30
California	8.5 ↑	3.8 ↑	8.3 ↑	6.7 ↑	27
Florida	5.7 ↑	1.5 ↑	7.2 ↑	11.3 ↑	26
West Virginia	3.7 ↑	2.6 ↑	2.5 ↑	11.4 ↑	20
Utah	2.8 ↑	4.1 ↑	2.8 ↑	10.0 ↑	20
Nebraska	3.2 ↑	8.1 ↑	3.8 ↑	3.1 ↑	18
Tennessee	4.0 ↑	5.8 ↑	3.8 ↑	3.8 ↑	17
Oregon	3.4 ↑	1.0 ↑	4.3 ↑	8.7 ↑	17
Mississippi	3.6 ↑	2.2 ↑	2.3 ↑	8.0 ↑	16
Iowa	4.1 ↑	3.5 ↑	3.2 ↑	3.0 ↑	14
New Hampshire	5.5 ↑	1.8 ↑	3.3 ↑	2.9 ↑	14
Ohio	2.2 ↑	1.3 ↑	5.0 ↑	4.2 ↑	13
States that Showed Improvement on 3 of 4 Indicators					
Nevada	1.9 ↑	-1.2 ↓	8.4 ↑	18.9 ↑	28
Alabama	2.1 ↑	0.7 =	5.2 ↑	17.3 ↑	25
Indiana	9.3 ↑	3.7 ↑	5.8 ↑	-2.2 ↓	17
Rhode Island	4.0 ↑	-3.7 ↓	8.8 ↑	7.1 ↑	16
Massachusetts	3.2 ↑	-1.5 ↓	8.7 ↑	5.3 ↑	16
New Jersey	1.9 ↑	-3.0 ↓	7.5 ↑	7.5 ↑	14
Washington	4.6 ↑	0.9 =	5.0 ↑	3.4 ↑	14
Michigan	2.3 ↑	0.4 =	4.9 ↑	6.2 ↑	14
Illinois	2.2 ↑	-0.3 =	8.2 ↑	3.0 ↑	13
South Carolina	3.4 ↑	-5.5 ↓	5.4 ↑	9.6 ↑	13
New York	-0.9 =	3.8 ↑	5.1 ↑	4.8 ↑	13
North Carolina	1.8 ↑	-2.1 ↓	3.7 ↑	8.6 ↑	12
Wisconsin	4.5 ↑	-1.7 ↓	6.7 ↑	1.6 ↑	11
Louisiana	2.7 ↑	-3.5 ↓	4.4 ↑	7.1 ↑	11
Virginia	1.4 ↑	0.6 =	3.7 ↑	4.9 ↑	11
Pennsylvania	2.0 ↑	-0.8 =	5.5 ↑	3.6 ↑	10
Hawaii	4.3 ↑	-2.7 ↓	5.4 ↑	2.7 ↑	10
Wyoming	-0.1 =	1.0 ↑	2.6 ↑	6.2 ↑	10
New Mexico	2.3 ↑	-3.5 ↓	2.5 ↑	8.1 ↑	9
Arizona	2.3 ↑	2.0 ↑	4.5 ↑	0.0 =	9
Texas	1.5 ↑	-7.0 ↓	5.7 ↑	3.7 ↑	4
Kansas	1.2 ↑	-5.4 ↓	1.0 ↑	3.5 ↑	0

first time ninth graders who graduate within four years, and is used by all state accountability systems.

Ideally, we would hope to see substantial growth at the state level across all four measures. This would indicate a state in which more students are entering high

school prepared for postsecondary success, are graduating from high school on time, and are succeeding in college-level work while in high school. A red flag should be raised if we find many states in which high school graduation rates are rising, but proficiencies of 8th graders, and AP

success rates of high school graduates, are declining.

We measure improvement from 2011 to 2017, given that 2011 is the first year we have a common state measure of high school graduation rates, and 2017 is the most recent year we have data on all four

Table 18 • Secondary School Improvement Index, 2011–2017 *(continued)*

State	8 th Grade NAEP Reading Proficiency	8 th Grade Math Proficiency	High School AP Scores Greater than 3	High School Graduation Rate	Total Index Score
States that Showed Improvement on 2 of 4 Indicators					
Delaware	0.1 =	-3.4 ↓	5.1 ↑	8.9 ↑	11
Missouri	0.2 =	-1.3 ↓	4.3 ↑	7.3 ↑	11
Connecticut	-0.9 =	-1.9 ↓	7.1 ↑	4.9 ↑	9
Minnesota	0.0 =	-1.2 ↓	4.6 ↑	5.7 ↑	9
Arkansas	0.9 =	-3.8 ↓	4.1 ↑	7.0 ↑	8
Colorado	0.2 =	-5.2 ↓	6.1 ↑	5.1 ↑	6
Alaska	-4.9 ↓	-6.0 ↓	3.0 ↑	10.2 ↑	2
Vermont	0.4 =	-6.6 ↓	5.3 ↑	2.1 ↑	1
North Dakota	-1.4 ↓	-2.9 ↓	2.7 ↑	1.2 ↑	0
Maryland	-2.3 ↓	-7.8 ↓	4.7 ↑	4.7 ↑	-1
Idaho*	4.8 ↑	-1.5 ↓	0.8 =	2.4 ↑	
Kentucky*	-2.1 ↓	-1.8 ↓	5.7 ↑	3.6 ↑	
Oklahoma*	1.3 ↑	-3.2 ↓	1.4 ↑	-2.2 ↓	
States that Showed Improvement on 0 or 1 of 4 Indicators					
Maine	0.5 =	-2.8 ↓	-0.5 =	2.9 ↑	0
Montana	-6.4 ↓	-8.2 ↓	0.7 =	3.8 ↑	-10
South Dakota	0.2 =	-3.4 ↓	0.6 =	0.7 =	-2
National Average	3.1 ↑	-1.0 ↓	5.7 ↑	5.6 ↑	13

* Initial ACGR scores are taken from 2013 for Kentucky and Oklahoma and from 2014 for Idaho, as those states were not yet reporting Adjusted Cohort Graduation Rates in 2011.

measures. This six-year period runs from the last years of NCLB through the period when the majority of states received waivers from the U.S. Department of Education to modify NCLB. Though it stretches through the signing of ESSA, it effectively captures improvements prior to its implementation.

National data show solid and continuing improvements in high school graduation rates during this time period, with a 5.6 percentage point increase over six years. Encouragingly, the percent of high school graduates scoring a three or higher on AP tests improved at a similar rate of 5.7 percentage points. Eighth grade NAEP proficiencies in Reading improved, but at a slower rate of 3.1 percentage points, and Math proficiencies had a marginal decline of 1 percentage point. Thus, between 2011 and 2017, at the national level more students graduated high school and more high school students were succeeding with college-level work. The reading proficiencies of students entering high school also improved modestly, but math proficiencies

did not. Thus, there is no strong evidence within this data set that increases in high school graduation rates have come at the expense of academic outcomes and levels of postsecondary preparation. The national data also clearly show, however, that there is much room for improvement, with only about one-third of students entering high school with academic proficiencies aligned with postsecondary success and one in five high school graduates demonstrating the ability to do college-level work, while in high school.

Looking at the state-level data shows a more complex picture. Twelve states reached the ideal of demonstrating improvements in all four measures, while 20 other states saw their graduation rates increase, as well as two of the three academic measures. Thus, 68 percent of states saw their graduation rates increase in addition to at least two measures of academic success among their secondary students. This means, however, that a third (32 percent) of the states either saw their

graduation rates decline or did not see improvements in at least two of the four academic measures. Only two states—Maine and Montana—reached red flag status with small gains in graduation rates but declines in the other three academic measures. Counter to many perceptions, in 20 states the percent of high school graduates scoring a three or higher on AP tests increased at a faster rate than did high school graduation rates.

Table 18 also examined improvements in an additional manner. States were awarded one point for each percentage point of improvement in each of the four measures. States are then ranked in order, based on their total combined percentage point improvements. This shows that two of the most populous states, California and Florida, along with Georgia had high rates of improvement across all four measures between 2011 and 2017. All three of these states with one exception¹ outperformed the national average on all four secondary improvement measures and their cumulative

¹ Georgia's gain in AP test outcomes at 5.2 percentage points is marginally below the national average of 5.7.

Table 19 • High School Graduates Immediately Enrolling in College by Family Income, 1975–2016

Year	Low Income	Middle Income	High Income
1975	31%	46%	65%
1995	34%	56%	84%
2005	54%	63%	81%
2016	65%	65%	83%

totals ranged from 26 to 30 points, two times the national outcome. At the other end of the spectrum, eight states had cumulative improvements of less than 5 percentage points, with four states (North Dakota, Maine, Maryland, and Montana) having cumulative improvement scores of zero or a negative total outcome.

Thus at the state level, as well as at the national level, the bulk of evidence supports a picture of improvements in both graduation rates and measures of secondary school achievement. This is balanced by the fact that not all states experienced these outcomes. This data, consistent with other data we have analyzed and reported in the past, continues to support the position that if some states can make gains in both high school graduation rates and achievement, pointing toward success in postsecondary education, other states can as well.

► Postsecondary Enrollment and Readiness

A recent data set and research study provide further insight into the state of national efforts to improve postsecondary access and attainment, as well as the work that remains.

Low-Income High School Graduates Match Immediate College Enrollment Rates of Middle-Income High School Graduates for the First Time

Recent data from the Census Bureau's Current Population Survey shows for the first time that high school graduates from low-income families, defined as the bottom 20 percent of all family income, are enrolling in college immediately after completing high school at the same rates as those from middle-income families (defined as the middle 60 percent of family income distribution). In 2016, the most recent year of data available, 70 percent of all high school graduates enrolled in college immediately following

high school. Sixty-five percent of low-income and 65 percent of middle-income students enrolled immediately, while 83 percent of upper-income students did so. As seen in Table 19, this resulted from substantial improvements among high school graduates from low-income families, building on an upward trend starting in the 1990s. Over the past decade, the percent of low-income high school graduates enrolling immediately in college has increased 11 percentage points, while middle- and upper-income students have only seen modest 2 percentage point increases. As a result, over the past decade low-income students closed a 9 percentage point gap with middle-income high school graduates in immediate college enrollment.

High school graduates who enroll in college immediately after high school have higher college success rates. Thus, it is an important step toward postsecondary degree attainment. The gains among lower-income students immediately enrolling in college occurred during an era when low-income high school graduation rates also grew considerably. This means that not only have more low-income students been graduating from high school, but more have also been improving their momentum toward postsecondary success by immediately enrolling in college.

High School Predictors of Postsecondary Success

A recent longitudinal study of the postsecondary outcomes of high school graduates in Boston, "College, Career and Life Readiness: A Look at High School Indicators of Post-Secondary Outcomes," extends our knowledge of keeping students on track to postsecondary success in several key ways.

1. It further confirmed that the attainment of a bachelor's degree is highly predictable based on high school outcomes. It found that combining three indicators—an attendance rate of 94 percent or higher during four years of high school, a GPA of

2.7 or higher, and completing the required set of courses for admission to state university systems and taking an AP class—identified students with very high odds of postsecondary success. Eighty-four percent of Boston Public School graduates in the Class of 2010 who had all three of these indicators earned bachelor's degrees. In contrast, only 10 percent of BPS graduates who had none of these indicators earned a bachelor's degree. So, the odds of a four-year degree swing from 10 percent to 84 percent as your number of college success indicators grows from zero to three.

2. The most consequential indicators were GPA and taking the set of courses required by the state university system. This adds additional confirmation to the findings from "Closing the College Gap," a report on college readiness and persistence that Civic and EGC completed in 2016. Doing solid work in challenging courses in high school is a strong predictor of the ability to do the same in four-year colleges. The Boston findings also show that, at least for the cohort studied, solid, not spectacular, outcomes in high school are predictive of postsecondary success. A GPA of 2.7 represent more Bs than Cs, and 94 percent attendance can be achieved while still missing an average of two weeks of school per year.
3. When the college success indicators are analyzed across the full cohort of 2010 high school graduates, some clear high-leverage improvement strategies emerge. For example, about a quarter of BPS graduates with a GPA above 2.7 did not complete the required courses for the state university system and 40 percent of HS graduates had none of the college success indicators. Moving these students from zero to one indicator would triple their odds of college success and moving from zero to two indicators would increase their odds five-fold.
4. The strength with which four-year college outcomes could be predicted with high school outcomes was matched by the inability to predict two-year outcomes. At least for the cohort of 2010 high school graduates, it seems the circumstances and process by which students experienced two-year college options swamped the impact of varied levels of academic preparation. Forty percent of BPS graduates enrolled in community college options but only 6

percent earned a two-year degree in seven years. Among those who did graduate, 25 percent had high school GPAs of 3.0 or higher, but another 25 percent had high school GPAs below 2.0. As a result, the four indicators that strongly predicted obtaining a bachelor's degree did not predict which students would earn associate degrees.

5. Boston Public Schools gives its seniors a fairly extensive senior survey, which asks about their views and experiences with their classes, teachers, and schools; the extent to which they feel they were educated to think critically, write well, use and understand technology; and what types of guidance and postsecondary support they received. One interesting finding is that, beyond

participation in extra-curricular activities, there was no difference in the responses of those who did not go onto postsecondary, those who enrolled in two-year programs, and those who enrolled in four-year postsecondary institutions. As such, it did not provide an effective source of additional predictive information.

Promising Models in Boosting the School-to-Work Pipeline

Urban Alliance

Urban Alliance seeks to ensure that young people leave high school prepared for success in either postsecondary education or a career. Their unique internship program provides high school seniors with the opportunity to work in local businesses, allowing them to gain critical workplace experience and develop the work-related skills they will need to be successful in their future careers. The program provides intensive supports in the form of a pre-employment training bootcamp for students, one-on-one mentoring while they remain in the workplace, ongoing job and life skills training throughout their internship, and lifelong college and career guidance.

Strong employer partnerships is critical to the success of this program, so Urban Alliance provides intensive case management to ensure that students and employers are supported throughout the process. This kind of deep support is critical for both employers wary of taking on the work of managing an internship program, and for students starting their first professional work experience. Eshauna Smith, CEO of Urban Alliance, points out that providing companies with this kind of support is critical to the success of the program. "Too often the young people we serve do not have access to or feel they don't belong in the professional workplace because of their background or circumstances," says Smith. Urban Alliance acts both as an advocate for the skills and abilities of their students, as well as a safety net for employers. "We bridge the gap between employers and the young people who most need employment opportunities," explains Smith. At the same time, Urban Alliance assures potential partners that the youth in their program are

capable, hard-working, and well-prepared to succeed in the workplace. Urban Alliance Program Coordinators help students think through how to respond to challenges they experience on the job, and serve as a liaison between students and the workplace.

Urban Alliance interns work with Program Coordinators to not only work through potential challenges on the job, but also to develop the soft skills they need for success in the workplace. "Professional communication, teamwork, time management—these are skills that schools are not always set up to teach, so we can be that training space for our students, giving them the chance to not only learn these skills, but practice them in a real-world setting," says Daniel Tsin, Chief Impact Officer at Urban Alliance.

Urban Alliance Program Coordinators also work closely with job partners to identify an employee who can serve as both a supervisor and mentor to the student. Program Coordinators maintain an ongoing relationship with the mentor by offering training, conducting regular site visits, and being available to troubleshoot any issues that may arise. "We try to prep [employers] for exactly what to expect the training students have received, and the level that students will likely be at when they arrive," said Tsin, "and then help them think through tasks that might be appropriate at each phase of the internship." Setting expectations with both students and employers can help avoid frustration, and ensures that the internship provides both parties with a high-value experience.

The Urban Alliance program shows strong evidence of success. A recent 6-year Urban Institute randomized controlled trial found that completing Urban Alliance's program boosted the likelihood of young

men attending college by 23 percentage points and of middle-tier students (2.0–3.0 average GPA) enrolling in a 4-year college by 18 percentage points, and resulted in greater comfort with and retention of soft skills, especially among young men.

Looking forward, Urban Alliance has started working with students earlier than their senior year of high school in order to better prepare them for lifelong economic self-sufficiency. There are currently pilot programs running in Virginia, Chicago, and Washington, D.C. that begin with training and preparation for an internship as early as a student's freshman year of high school, deepening throughout their high school career, and culminating in a senior-year internship through Urban Alliance's signature program. By giving students even more opportunities to grow their soft skills, Urban Alliance hopes to be able to help more students successfully navigate the world of work, and leave high school better prepared for their chosen postsecondary pathway. "Schools and employers want the same thing (soft skills development), even if they might not call it the same thing," says Tsin. "Well-done, intentional internships provide a ready-made opportunity for students to grow and be exposed to a lot of the competencies that schools want to teach, and that businesses want in their employees."

► P-TECH Snapshot

The P-TECH 9–14 School Model is a public education reform initiative that extends high school from the traditional four years to an innovative six years (grades 9–14). When students graduate, they have earned both their high school diploma and an associate's,

continued on page 38

or two-year postsecondary, degree directly aligned to industry needs.

The first P-TECH school opened in Brooklyn, New York in September 2011, designed by IBM as a collaboration among IBM, the New York City Department of Education, The City University of New York and the New York City College of Technology (“City Tech”). Today, there are currently 110 P-TECH schools across eight U.S. states (New York, Illinois, Connecticut, Maryland, Colorado, Rhode Island, Texas, and Louisiana), Australia, Morocco, and Taiwan. Further replication is under way in existing states, including California, New Jersey, and Virginia, as well as new countries, such as Singapore, Korea, Ireland, Colombia, and Brazil.

The P-TECH 9–14 School Model directly addresses both education and workforce-development issues in an integrated fashion, providing a seamless school-to-college-to-career program, with two goals: 1) to address the global “skills gap” and strengthen regional economies by building an educated and skilled workforce with the technical and professional skills required for New Collar jobs; and 2) to provide underserved youth with an educational opportunity that enables them to earn a two-year college degree, along with the skills required to continue their educations or garner New Collar jobs with a range of employers. The United States economy will create 16 million New Collar jobs by 2024—positions requiring postsecondary degrees, though not

necessarily a four-year college degree. As the demand for higher-skill jobs increased, nearly seven million jobs requiring only a high school diploma disappeared between 2008 and 2016. The U.S. education system, however, is not producing the talent required for New Collar jobs. P-Tech, along with its industry partners, is working to solve this problem.

Using Partnerships to Boost Opportunity—and Outcomes

P-TECH is powerful because it combines the expertise of public and private systems and institutions, school districts, community colleges and industry—with high-level government support. The many partners collectively provide students with the academic, technical, and professional skills required to compete in the 21st century economy. They enable students to complete high school and college coursework at the same time, at no cost to students or their families. They also enable students to participate in a range of innovative workplace experiences that include mentoring, workplace-learning coursework, worksite visits, and paid internships. These opportunities together ensure students complete their two-year postsecondary degree, with no spending on remedial courses, and are ready to either continue their education or enter into competitive entry-level careers.

The P-TECH model as a whole is now in its eighth year, and only a few schools have completed all six years (the full grades 9–14), and thus have completion data.

- There have been 185 graduates to date from the most mature schools, graduating with both a high school diploma and an Associate of Applied Science (A.A.S.) degree within 3.5–6 years
- The first cohort of students graduated at four times the on-time national community college graduation rate, five times the rate for low-income students
- Twenty-three graduates have already been hired into full-time positions directly after graduating with their A.A.S.

Implementation Requirements

P-TECH is implemented with the highest-level government support, on a country-wide, statewide, or regional level. It is NOT implemented on a school-by-school basis because scale and sustainability requires support at the system level. Public sector funding and private sector engagement, together with a launch within at least two schools and with at least two different industry partners, are required to implement the P-TECH model. Partners must also commit that each P-TECH school follows basic tenets relating to a long-term commitment, scope, and sequence of courses leading to industry-recognized credentials, real-world work opportunities, open student enrollment, a cost-free postsecondary degree, and being first in line for jobs with industry partners.



POLICY AND PRACTICE

Recommendations



► Continue to improve graduation rate data collection and reporting.

While the Adjusted Cohort Graduation Rate remains the “gold standard” for collecting and reporting on high school graduation rates in its seventh year, there is still room for improvements that would guarantee the best data is available. Discrepancies remain in how states remove students from their cohort counts, what is considered a “regular” diploma, how transfer students are taken into account, and how certain subgroups (e.g., students with disabilities, English Learners, and low-income students) are identified within the cohort. These issues challenge the reliability of cross-state graduation rate comparisons and leave loopholes for states in calculating their rates.

In addition, there remain important elements of data not being collected that would provide valuable insights into the high school graduation rate challenge. Currently, national graduation rate data is not disaggregated by gender, leaving a gaping hole in high school graduation rate analysis. There is also no way to examine the intersection of various socioeconomic subgroups (e.g., low-income white students, English Learners with disabilities, etc.) and disaggregate the data to narrow where major problem areas may exist. Resolving these issues will help to ensure accurate graduation rate data and the ability to accurately pinpoint and properly design interventions for students needing additional supports.

► Probe deeper on credit recovery programs.

While credit recovery courses have long been in existence to help students failing core coursework to graduate, the advent of computer technology has allowed credit recovery courses to help more students earn their diploma in a timely manner. While

there are high-quality models that exist to help off-track students get back on track, the growth of credit recovery has also led to many schools that are sometimes no more than warehouses or storefronts, where student learning consists exclusively of online courses with little to no interaction with teachers or other students. Questions have been raised about rigor, whether students in these courses are actually able to master critical concepts online and in a condensed time period, and if these courses are more susceptible to student cheating. Issues have also been raised over the growth of the credit recovery sector alongside increasing pressure on schools to raise graduation rates.

These practices and pathways have rightfully become a cause for concern and add to the recent skepticism over high school graduation rate gaming. Yet, this is due, in large part, to the fact that few rigorous studies have been done on the quality and effectiveness of credit recovery courses. Given the lack of comprehensive knowledge on the rigor of the most widely adopted credit recovery programs, it is difficult to understand the true impact of these courses. While two recent reports using data from the 2015–16 Civil Rights Data Collection shed more light on credit recovery programs, there is still much that is unknown. It is then essential that deeper investigations be done to understand how effective credit recovery courses and programs are; what types of students make up the enrollment in credit recovery courses and programs; how many credit recovery courses on average are taken per student and what percentage of total credits earned by students come from credit recovery; what courses are predominantly taken in these settings; and the degree to which credit recovery courses are enabling some students to learn course content and graduate with a legitimate

diploma and how these students fare in postsecondary education.

► Promote greater alignment and clarity on how students with disabilities are treated across states.

As previously mentioned in this report, research has indicated that anywhere from 24 to 32 states offer diploma options specifically for students with disabilities. Moreover, there is a strong increasing trend in the number of states providing diploma options exclusively for youth with disabilities (Achieve, 2016; Johnson, Thurlow, Qian, & Anderson, 2019). This makes comparing state-by-state data for students with disabilities difficult. More importantly, it presents challenges for students themselves, as often differences in the diploma requirements and the types of diplomas students with disabilities are eligible to receive leave students ill-equipped for postsecondary education. Moreover, just seven states actually collect and report data on the types of diplomas students with disabilities are receiving (Johnson, Thurlow, Qian, and Anderson, 2019).

State variation in graduation rates for students with disabilities merits further study and examination to understand why some states have been able to make significant progress, while others continue to lag. In order to better understand the education landscape for students with disabilities and hold states accountable for progress, all states should disaggregate data on the types of diplomas students with disabilities are receiving. NCES should also consider setting a universal definition for who is a student with a disability and how states count students with the most significant cognitive disabilities who graduate with a state-defined alternative diploma. Finally, states should ensure their graduation requirements and diploma

POLICY AND PRACTICE RECOMMENDATIONS

options for students with disabilities align with postsecondary requirements so students are not denied the opportunity to access a postsecondary education.

► **Promote policies that reduce damaging academic disparities.**

The data show that Black, Hispanic, and low-income students are less likely to be on track to graduate on time and persist on to postsecondary college and career ready.

Though the gaps between these students and their white and more affluent peers have narrowed, they remain behind on all of the critical indicators across the educational spectrum. The schools that many of them are enrolled in are still among the lowest performing in the nation. Greater investments need to be made in these students and their schools across the education continuum to ensure equitable access to opportunities from early education to postsecondary.

Additionally, states should address inequities between high- and low-poverty school districts by establishing weighted funding formulas that provide more money to schools serving students with the greatest needs. States and districts should also work together to identify where those dollars can have the greatest impact, especially as they begin to develop comprehensive support and improvement plans for their lowest-performing schools under ESSA. Though there is no direct accountability on states for failing to meet set subgroup graduation goals, the federal government should continue to monitor state progress toward ESSA subgroup goals and continue to identify and report on racial, income, and disability disparities through the Office for Civil Rights data collection.

► **Align diplomas with college- and career-ready standards.**

Two recent reports on the quality of high school diplomas found mismatches between high school graduation requirements and state college admissions criteria, as well as the number and types of students earning college- and career-ready diplomas in the few states that offer them (Almond, 2017; Jimenez and Sargrad, 2018). Moreover, our analysis showed that students who graduate high school after completing the courses required for admission to state

university systems is a strong predictor of postsecondary success. The misalignment between what students need to graduate high school and what they need to succeed in postsecondary education puts students at a disadvantage and often leads to them taking remedial courses that can add significant costs to a postsecondary education. State leaders should establish diploma requirements aligned with state college and university systems' admissions criteria. Schools and districts should ensure more students, especially those from traditionally underserved populations, earn a college- and career-ready diploma. Ensuring high school diploma requirements are aligned with college- and career-ready standards can help ensure more students are on track to graduate prepared to immediately enter postsecondary or career pathways.

► **Create state-specific high school graduation plans.**

States should develop "Closing the Grad Gap on the Path to 90 Plans" that analyze which districts, schools, and students within their states need additional supports or guidance on implementing evidence-based approaches to enable *all* students to graduate on time and be prepared for postsecondary or workforce success. Using data in this report, including data on the equity path to 90 for all states (see Appendix H), states could identify where their biggest challenges remain. Creating these plans can better ensure students in need of critical interventions do not fall through the cracks, and that districts and schools are better equipped to understand their needs and implement appropriate interventions.

► **Improve data collection and reporting on postsecondary transitions and outcomes.**

Creation of the Adjusted Cohort Graduation Rate allowed for a reliable, consistent on-track indicator for young people as they transition to adulthood, disaggregated by race as well as state, districts, and even schools. Data reporting on postsecondary enrollment and success rates is, inherently due to the nature of postsecondary education, less reliable. In order to properly understand the full nature of postsecondary

enrollment and success, there must be improvement in data reporting on the issue. Specifically, we need state-level data, disaggregated by subgroups, on the percent of high school graduates who enroll immediately in postsecondary schooling. This is a key metric of momentum toward postsecondary success. We also need more knowledge on whether high school graduates are succeeding in postsecondary in a timely matter, and how that tracks based on the state where the student was educated and their socioeconomic background.

► **Strengthen the transition from high school to postsecondary and careers.**

There are clear steps K–12 education leaders can take to ease the transition from high school to postsecondary and careers. It is critical that schools help students understand the postsecondary options available to them and the application process, as well as the course requirements to access certain pathways. Moreover, schools and districts should provide greater access to dual enrollment, early college, career academies, and Career and Technical Education (CTE) coursework pathways, as well as model innovative approaches to strengthening the school-to-work pipeline such as those highlighted in this report. States also must work to ensure students from all backgrounds have the same access to rigorous coursework like GATE and AP programs, and high-quality science and math courses.

Postsecondary institutions should do more to support students, particularly first generation and low-income students, both before they step onto campus and once they are there. This can include working with high schools to offer academic preparation courses prior to high school graduation; embracing testing-optional-admissions policies; developing more structured and strategic advising and engagement opportunities for students during the summer gap and school year, particularly during their critical freshman year; and ensuring students have access to tutoring and other academic support. As more low-income students enter postsecondary, it will become increasingly important that these institutions recognize their needs and understand that financial aid packages often

POLICY AND PRACTICE RECOMMENDATIONS

are not enough to cover basic expenses such as food and housing.

Employers can also help strengthen the transition between education and the workplace. They can increase engagement with schools by providing internships and job shadowing to ground learning in real experiences, as well as provide mentoring to high school students who lack the positive adult relationships so critical to school success. Employers can also work with high schools and postsecondary institutions to create a more innovative last semester of high school where students can have the opportunity to have more practical, hands-on experiences.

Federal policymakers can also contribute to creating stronger pathways between high school and postsecondary by allowing high school students to use federal Pell Grants to pay for college courses taken in dual enrollment and early college programs. They can also increase national service opportunities to provide additional mentors and tutors in high-needs schools, and allocate additional funding to accelerate research on college and career pathway initiatives to build the evidence of what is effective.

► Conclusion

For nearly two decades, the nation has focused attention on the need to address its

high school dropout challenge and improve the life prospects of millions of students. That focus has paid off with benefits to individuals, the economy, and our civic society. America now needs a second act, as the rise in high school graduation rates slows down and the demands of the workplace require postsecondary education and training of some kind for most jobs today and in the future. Our country has always risen to its challenges and the futures of young people are at stake. It is time to summon our energy and courage again to address once and for all America's high school dropout challenge.





Acknowledgments

A special thanks to the staff, fellows, interns, and volunteers of the co-convening organizations: America's Promise Alliance, the Alliance for Excellent Education, Civic, and the Everyone Graduates Center of Johns Hopkins University School of Education, and all the partner organizations of GradNation. In particular, we express sincere gratitude for the America's Promise Alliance Trustees, without whom the GradNation Campaign would not be possible.

Thank you especially for the significant contributions of Deborah Delisle, Phillip Lovell, and Jason Amos of the Alliance for Excellent Education; John Gomperts, Monika Kincheloe, Nevasha Noble, Liz Glaser, Melissa Mellor, and Maya Grigorovich-Barsky of America's Promise Alliance; Amanda Martorana of the Everyone Graduates Center; and for the energy and enthusiasm of the Civic team, Bruce Reed, Ellie Manspile, and Kelly Wert.

It is with the utmost gratitude that we give thanks to our lead sponsor, AT&T and its AT&T Aspire Initiative, as well as our supporting sponsors, Pure Edge, Inc. and the Raikes Foundation for their support. We specifically want to thank Charlene Lake, Mylayna Albright, Nicole Anderson, Kelem Butts, and Cathy Frieze of AT&T, Jessica Abensour of VOX Global, Chi Kim of Pure Edge, and Tricia Raikes, Zoe Stemm-Calderon, and Casey Trupin of the Raikes Foundation. Without the leadership, initiatives, and investments of these four organizations, this would not be possible.

We also give a special thanks to the Corporation for Public Broadcasting, CEO Patricia de Stacy Harrison, Debra Sanchez, and Stephanie Aaronson, for their leadership on the public media initiative American Graduate.

Lastly, thanks to the many respondents from the schools, districts, and states across the country who contributed their wisdom and expertise to helping us shape particular sections of this report.

References



- Achieve. (2016). *Diplomas that Matter: Ensuring Equity of Opportunity for Students with Disabilities*.
- Alliance for Excellent Education. (2015). *The graduation effect: The economic impact of a high school diploma*. Retrieved from <http://impact.all4ed.org/#national/increased-investment/all-students>
- Almond, M. (2017). *Paper thin? Why all high school diplomas are not created equal*. Retrieved from the Alliance for Excellent Education website: <https://all4ed.org/DiplomaPathways/>
- Applied Survey Research (July 2011). *Attendance in Early Elementary Grades: Associations with Student Characteristics, School Readiness, and Third Grade Outcomes*. San Francisco, CA: Attendance Works. Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/06/ASR-Mini-Report-Attendance-Readiness-and-Third-Grade-Outcomes-7-8-11.pdf>.
- Ayala, E-M. (2018, January 11). "Texas broke special education laws and denied services, federal investigation finds." *The Dallas Morning News*. Retrieved from <https://www.dallasnews.com/news/education/2018/01/11/texas-broke-special-education-laws-deliberately-delayed-services-kids-need-federal-investigation-finds>
- Ashkenas, J., Park, H., & Pearce, A. (2017). "Even with affirmative action, Blacks and Hispanics are more underrepresented at top colleges than 35 years ago." *The New York Times*.
- Balfanz, R., & Legters, N. (2004). *Locating the Dropout Crisis: Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them?* Baltimore, MD: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.
- Balfanz, R., DePaoli, J. L., Ingram, E. S., Bridgeland, J. M., & Fox, J. H. (2016). *Closing the College Gap: A Roadmap to Postsecondary Readiness and Attainment*. Washington, DC: Civic Enterprises.
- Bridgeland, J., et al., *The Silent Epidemic: Perspectives of High School Dropouts*. Civic Enterprises 2005-6.
- Carnevale, A. P., Jayasundera, T., & Gulish, A. (2016). *America's Divided Recovery: College Haves & Have-Nots*. Georgetown University Center on Education and the Workforce.
- Carnevale, A. P., & Rose, S. R. (2013). *The Undereducated American*. Georgetown University Center on Education and the Workforce.
- Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown University Public Policy Institute and Center on Education and the Workforce. Retrieved from https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf
- Carver, P.R. & Lewis, L. (2011). *Dropout Prevention Services and Programs in Public School Districts: 2010–11* (NCES 2011-037). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.
- Chen, X., (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- Child Trends. (2014). *Making the grade: Assessing the evidence for integrated student supports*. Retrieved from <http://www.childtrends.org/wp-content/uploads/2014/02/2014-07ISSPaper2.pdf>
- CIRCLE. (2012). *Young voters in the 2012 presidential election: The educational gap remains*. Retrieved from <http://www.civicyouth.org/wp-content/uploads/2012/11/2012-Exit-Poll-by-Ed-Attainment-Final.pdf>
- Clements, M., Pazzaglia, A.M., & Zweig, J. (2015). *Online course use in New York high schools: Results from a survey in the Greater Capital Region* (REL 2015-075). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Darling-Hammond, L. (2018). Education and the path to one nation, indivisible. (Chapter brief). In F. Harris & A. Curtis (Eds.), *Healing Our Divided Society: Investing in American Fifty Years after the Kerner Report*. Retrieved from <https://learningpolicyinstitute.org/product/education-path-one-nation-indivisible-brief>
- Deeds, C. & DePaoli, J., PhD. (2017). *Measuring Success: Accountability for Alternative Education*. AYPC and Civic Enterprises. Retrieved from https://2bvwbm3nkjunbdihp5qn91qi-wpengine.netdna-ssl.com/wp-content/uploads/2017/11/Measuring-Success_Accountability-for-Alt.-Ed.-.pdf
- Easton, J.Q., Johnson, E., & Sartain, L. (2017). *The predictive power of ninth-grade GPA*. UChicago Consortium on School Research. Retrieved from <https://consortium.uchicago.edu/publications/predictive-power-ninth-grade-gpa>
- Economic Policy Institute (2018). *Wages by education*. State of Working America Data Library.

REFERENCES

- Edelman, S. & Sanders, A. (2018, March 24). "Audit slams city over 'troubling' grade-fixing fallout." *New York Post*. Retrieved from <https://nypost.com/2018/03/24/audit-slams-city-over-troubling-grade-fixing-fallout/>
- Erb-Downward, J., & Watt, P. (November 2018). Missing School, Missing a Home: The Link Between Chronic Absenteeism, Economic Instability and Homelessness in Michigan. Ann Arbor, MI: University of Michigan, Poverty Solutions. Retrieved from <https://poverty.umich.edu/10/files/2018/11/PovertySolutions-MissingSchoolMissingHome-PolicyBrief-r4.pdf>.
- Gallup & Communities in Schools. *U.S. Adults report graduating students are unprepared for college and the workplace*. Retrieved from <https://www.communitiesinschools.org/our-data/publications/publication/gallup-poll-college-and-career>
- Gary, L., & Lewis, L. (2018). *Career and Technical Education Programs in Public School Districts: 2016–17: First Look* (NCES 2018-028). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Gewertz, C. (2016). *New Laws Give Students who Never Passed their Exit Exams Another Chance to Graduate*. EdWeek.
- Heppen, J., Allensworth, E., Sorenson, N., Rickles, J., Walters, K., Taylor, S., Michelman, V., & Clements, P. (2016). *Getting back on track: Comparing the effects of online and face-to-face credit recovery in Algebra I*. American Institutes for Research, UChicago Consortium on School Research. Retrieved from <https://www.air.org/resource/comparing-effectiveness-online-and-face-face-credit-recovery-algebra-i>
- Hillman, N., & Weichman, T. (2016). *Education Deserts: The Continued Significance of "Place" in the Twenty-First Century*. Viewpoints: Voices from the Field. Washington, DC: American Council on Education.
- Hughes, J., Zhou, C., & Petscher, Y. (2015). *Comparing success rates for general and credit recovery courses online and face to face: Results for Florida high schools courses* (REL 2015-095). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Jimenez, L. & Sargrad, S. (2018). *Are high school diplomas really a ticket to college and work? An audit of high school graduation requirements*. Retrieved from the Center for American Progress website: <https://www.americanprogress.org/issues/education-k-12/reports/2018/04/02/447717/high-school-diplomas/>
- Johnson, D.R., Thurlow, M.L., Qian, X., and Anderson, L. (2019). *Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2017 National Study*, Minneapolis, MN: University of Minnesota, National Center on Education Outcomes.
- Jordan, R. (2015). *A closer look at income and race concentration in public schools*. Urban Institute. Retrieved from <https://www.urban.org/features/closer-look-income-and-race-concentration-public-schools>
- Kids Count Data Center. (2018). Children living in concentrated poverty by race and ethnicity. Retrieved from <https://datacenter.kidscount.org/data/tables/7753-children-living-in-areas-of-concentrated-poverty-by-race-and-ethnicity#detailed/1/any/false/1607,1572,1485,1376,1201/10,11,9,12,1,185,13/14943,14942>
- Kohli, S. (2017, July 2). "Schools are boosting graduation rates by offering 'credit recovery.' But what are students learning?" *Los Angeles Times*. Retrieved from <http://www.latimes.com/local/education/la-me-edu-pass-credit-recovery-20170701-htlstory.html>
- Koran, M. (2017, May 17). "It is shockingly easy to cheat San Diego Unified's online courses." *Voice of San Diego*. Retrieved from <https://www.voiceofsandiego.org/topics/education/cheat-on-online-courses-san-diego/>
- Lochner, L. & Moretti, E. (2001). "The effect of education on crime: Evidence from prison inmates, arrests, and self-reports." *American Economic Review*, 94(1), 155-189.
- Ma, J., Pender, M., & Welch., (2016). *Education Pays 2016: The Benefits of Higher Education for Individuals and Society*. College Board.
- Malkus, N. (2018). *Second Chance or Second Track? Credit Recovery Participation in US High Schools*. Washington, DC: American Enterprises Institute. Retrieved from <https://www.aei.org/publication/second-chance-or-second-track-credit-recovery-participation-in-us-high-schools/>.
- Marchello, L. (2017, August 3). Reports: Credit recovery program allows failing students to graduate. *Carolina Journal*. Retrieved from <https://www.carolinajournal.com/news-article/report-credit-recovery-program-allows-failing-students-to-graduate/>
- Marken, S., Gray, L., & Lewis, L. (2013). *Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010–11* (NCES 2013-002). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- McGee, K. & Squires, A. (2018, January 16). "Students across D.C. graduated despite chronic absences, an investigation finds." *NPR Ed*. Retrieved from <https://www.npr.org/sections/ed/2018/01/16/578310510/students-across-d-c-graduated-despite-chronic-absences-an-investigation-finds>
- Morgan, I. & Amerikaner, A. (2018). *Funding gaps: An analysis of school funding equity across the U.S. and within each state*. Washington, DC: The Education Trust. Retrieved from <https://edtrust.org/resource/funding-gaps-2018/>
- Morton, M.H., Dworsky, A., & Sanuels, G.M. (2017). *Missed Opportunities: Youth Homelessness in America. National estimates*. Chicago, IL: Chapin Hall at the University of Chicago. Retrieved from <http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf>

- Muenning, P. (2005). *The economic value of health gains associated with education interventions*. New York: Columbia University.
- OECD Social Policy Division, Directorate of Employment, Labour, and Social Affairs. (2017). OECD Family Database. Retrieved from <http://www.oecd.org/els/family/database.htm>
- Pleis, J.R., Lucas, J.W., & Ward, B.W. (2010). *Summary health statistics for U.S. adults: National health interview survey, 2009* (Vital and Health Statistics Series 10, no. 249). Washington, DC: National Center for Health Statistics. Retrieved from https://www.cdc.gov/nchs/data/series/sr_10/sr10_249.pdf
- Princiotta, D. (2019). *Understanding the great U.S. high school graduation rate rise: 1998–2010* (Doctoral dissertation).
- Rosenthal, B.M. (2016, September 10). “Denied: How Texas keeps tens of thousands of children out of special education.” *Houston Chronicle*. Retrieved from <https://www.houstonchronicle.com/denied/1/>
- Rumberger, R. (2012). *America cannot afford the stiff price of a dropout nation*. San Jose, CA: Silicon Valley Education Foundation.
- Southern Education Foundation. (2015). *A new majority: Low-income students now a majority in the nation’s public schools*. Atlanta, GA: Southern Education Foundation. Retrieved from <http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx>
- The Statistics Portal (n.d.). Unemployment rate of high school graduates and dropouts not enrolled in school in the United States from 2000–2013. (Data file). Retrieved from <https://www.statista.com/statistics/184996/unemployment-rate-of-high-school-graduates-and-dropouts/>
- Stein, P. (2018, January 16). “D.C. schools increasingly graduating chronically absent students, report finds.” *The Washington Post*. Retrieved from https://www.washingtonpost.com/local/education/dc-schools-increasingly-graduating-chronically-absent-students-report-finds/2018/01/16/a1722404-bf01-44bc-a8c7-e9d9e3b3e9df_story.html?utm_term=.4e2e24f5795a
- Sum, A., Khatiwada, I., McLaughlin, J., & Palma, S. (2009). *The consequences of dropping out of high school: Joblessness and jailing high school dropouts and the high cost for taxpayers*. Boston, MA: Center for Labor Market Studies, Northeastern University.
- Title I—Improving the Academic Achievement of the Disadvantaged, *73 Fed. Reg. Number 210* (final rule October 29, 2008) (to be codified at 34 C.F.R. pt. 200). Retrieved from <https://www2.ed.gov/legislation/FedRegister/finrule/2008-4/102908a.html>.
- Thomas, N., Marken, S., Gray, L., & Lewis, L. (2013). *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010–11: First Look* (NCES 2013-01). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- Tyner, A. & Munyan-Penney, N. (2018). *Gotta Give ‘Em Credit: State and District Variation in Credit Recovery and Participation*. Washington, DC: The Fordham Institute. Retrieved from <https://fordhaminstitute.org/national/research/gotta-give-em-credit>.
- United States Census Bureau. (2017, September). *Household income: 2016*. Washington, DC: Guzman, G.
- U.S. Census Bureau. (2012). *Statistical abstract of the United States: 2012*. Retrieved from <https://www.census.gov/library/publications/2011/compendia/statab/131ed.html>
- U.S. Department of Education, National Center for Education Statistics. (2017). *The condition of education*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cge.asp
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). (2016). *Local Education Agency Universe Survey 2015–16*.
- U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. (2018). *Issue brief: Credit recovery*. Retrieved from <https://www2.ed.gov/about/offices/list/opepd/ppss/reports-high-school.html>
- U.S. Department of Education, Office for Civil Rights. (2018). *2015–16 Civil Rights Data Collection: School and climate safety*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>
- U.S. Department of Education, Office for Civil Rights. (2018). *2015–16 Civil Rights Data Collection: STEM course taking*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/stem-course-taking.pdf>
- U.S. Department of Education, Office for Civil Rights. (2016). *2013–14 Civil Rights Data Collection: A First Look*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- U.S. Department of Labor. (2010). *America’s youth at 23: School enrollment, training, and employment transitions between age 22 and 23*. Washington, DC: Bureau of Labor Statistics. Retrieved from <https://www.bls.gov/nls/nlsy97.htm>



APPENDICES

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003–2017

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	2017(%)	Average Annual Change in ACGR, 2011–2017 (% Point)*	Change in Four-Year Cohort Rate, 2011–2017 (%)**
All States															
AFGR	74.7	73.2	73.9	74.7	75.5	78.2	80.0	81.0	81.8	—	—	—	—	—	—
ACGR	—	—	—	—	—	—	79.0	80.0	81.4	82.3	83.2	84.1	84.6	0.9	5.6
Alabama															
AFGR	65.9	66.2	67.1	69.0	69.9	71.8	76.0	75.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	65.1	—	72.0	75.0	80.0	86.3	89.3	87.1	89.3	2.9	17.3
Alaska															
AFGR	64.1	66.5	69.1	69.1	72.6	75.5	78.0	79.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	—	—	68.0	70.0	71.8	71.1	75.6	76.1	78.2	1.7	10.2
Arizona															
AFGR	84.7	70.5	69.6	70.7	72.5	74.7	79.0	77.0	—	—	—	—	—	—	—
ACGR	74.6	69.9	73.4	74.9	76.1	75.4	77.9	76.0	75.1	75.7	77.4	79.5	78.0	0.0	0.1
Arkansas															
AFGR	75.7	80.4	74.4	76.4	74.0	75.0	77.0	78.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	68.0	80.5	80.7	84.0	84.9	86.9	84.9	87.0	88.0	1.2	7.3
California															
AFGR	74.6	69.2	70.7	71.2	71.0	78.2	80.0	82.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	—	74.7	76.3	79.0	80.4	81.0	82.0	83.0	82.7	1.1	6.4
Colorado															
AFGR	76.7	75.5	76.6	75.4	77.6	79.8	82.0	82.0	—	—	—	—	—	—	—
ACGR	—	—	70.2	74.4	70.7	72.4	73.9	75.0	76.9	77.3	77.3	78.9	79.1	0.9	5.2
Connecticut															
AFGR	80.9	81.8	82.2	82.3	75.4	75.1	85.0	86.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	79.3	81.8	83.0	85.0	85.5	87.0	87.2	87.4	87.9	0.8	4.9
Delaware															
AFGR	73.1	76.3	71.9	72.1	73.7	75.5	76.0	77.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	—	75.8	78.5	80.0	80.4	87.0	85.6	85.5	86.9	1.4	8.4
District of Columbia															
AFGR	68.8	—	54.9	56.0	62.4	59.9	61.0	71.0	—	—	—	—	—	—	—
ACGR	—	—	—	—	—	—	58.6	59.0	62.3	61.4	68.5	69.2	73.2	2.4	14.6
Florida															
AFGR	64.6	63.6	65.0	66.9	68.9	70.8	72.0	75.0	—	—	—	—	—	—	—
ACGR	59.3	58.8	59.8	62.7	65.5	69.0	70.6	75.0	75.6	76.1	77.9	80.7	82.3	2.0	11.7

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003–2017 *(continued)*

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	2017(%)	Average Annual Change in ACGR, 2011–2017 (% Point)*	Change in Four-Year Cohort Rate, 2011–2017 (%)**
Georgia															
AFGR	61.7	62.4	64.1	65.4	67.8	69.9	70.0	70.0	—	—	—				
ACGR	—	—	—	—	58.6	64.0	67.5	70.0	71.7	72.5	78.8	79.4	80.6	2.2	13.1
Hawaii															
AFGR	75.1	75.5	75.4	76.0	75.3	75.4	74.0	78.0	—	—	—				
ACGR	—	—	—	—	—	—	80.0	81.0	82.4	81.8	81.6	82.7	82.7	0.5	2.7
Idaho															
AFGR	81.0	80.5	80.4	80.1	80.6	84.0	83.0	84.0	—	—	—				
ACGR	—	—	—	—	—	—	—	—	—	77.3	78.9	79.7	79.7	0.8	2.4
Illinois															
AFGR	79.4	79.7	79.5	80.4	77.7	81.9	80.0	82.0	—	—	—				
ACGR	—	—	—	—	—	—	83.8	82.0	83.2	86.0	85.6	85.5	87.0	0.5	3.2
Indiana															
AFGR	73.2	73.3	73.9	74.1	75.2	77.2	80.0	80.0	—	—	—				
ACGR	—	—	—	—	81.5	84.1	85.7	86.0	87.0	87.9	87.1	86.8	83.8	-0.3	-1.9
Iowa															
AFGR	86.6	86.9	86.5	86.4	85.7	87.9	89.0	89.0	—	—	—				
ACGR	—	—	—	—	—	88.8	88.3	89.0	89.7	90.5	90.8	91.3	91.0	0.5	2.7
Kansas															
AFGR	79.2	77.6	78.9	79.1	80.2	84.5	87.0	89.0	—	—	—				
ACGR	—	—	—	—	—	80.7	83.0	85.0	85.7	85.7	85.7	85.7	86.5	0.6	3.5
Kentucky															
AFGR	75.9	77.2	76.4	74.4	77.6	79.9	81.0	82.0	—	—	—				
ACGR	—	—	—	—	—	—	—	—	86.1	87.5	88.0	88.6	89.7	0.9	3.6
Louisiana															
AFGR	63.9	59.5	61.3	63.5	67.3	68.8	71.0	72.0	—	—	—				
ACGR	—	64.8	66.3	66.0	67.3	67.2	70.9	72.0	73.5	74.6	77.5	78.6	78.1	1.2	7.2
Maine															
AFGR	78.6	76.3	78.5	79.1	79.9	82.8	86.0	87.0	—	—	—				
ACGR	—	—	—	—	80.4	82.8	83.8	85.0	86.4	86.5	87.5	87.0	86.9	0.5	3.1
Maryland															
AFGR	79.3	79.9	80.0	80.4	80.1	82.2	84.0	84.0	—	—	—				
ACGR	—	—	—	—	—	82.0	82.8	84.0	85.0	86.4	87.0	87.6	87.7	0.8	4.9
Massachusetts															
AFGR	78.7	79.5	80.8	81.5	83.3	82.6	85.0	86.0	—	—	—				
ACGR	—	79.9	80.9	81.2	81.5	82.1	83.4	85.0	85.0	86.1	87.3	87.5	88.3	0.8	4.9
Michigan															
AFGR	73.0	72.2	77.0	76.3	75.3	75.9	75.0	77.0	—	—	—				
ACGR	—	—	75.5	75.5	75.2	76.0	74.3	76.0	77.0	78.6	79.8	79.7	80.2	1.0	5.9
Minnesota															
AFGR	85.9	86.2	86.5	86.4	87.4	88.2	89.0	88.0	—	—	—				
ACGR	74.8	75.2	74.8	74.3	74.3	75.5	76.9	78.0	79.8	81.2	81.9	82.2	82.7	1.0	5.8

APPENDIX A

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003–2017 *(continued)*

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	2017(%)	Average Annual Change in ACGR, 2011–2017 (% Point)*	Change in Four-Year Cohort Rate, 2011–2017 (%)**
Mississippi															
AFGR	63.3	63.5	63.6	63.9	62.0	63.8	69.0	68.0	—	—	—	—	—	1.6	9.3
ACGR	—	70.8	73.8	72.0	71.6	71.4	73.7	75.0	75.5	77.6	75.4	82.3	83.0	1.6	9.3
Missouri															
AFGR	80.6	81.0	81.9	82.4	83.1	83.7	85.0	86.0	—	—	—	—	—	1.2	7.0
ACGR	—	—	—	—	—	—	81.3	86.0	85.7	87.3	87.8	89.0	88.3	1.2	7.0
Montana															
AFGR	81.5	81.9	81.5	82.0	82.0	81.9	84.0	86.0	—	—	—	—	—	0.6	3.6
ACGR	—	—	—	—	—	—	82.2	84.0	84.4	85.4	86.0	85.6	85.8	0.6	3.6
Nebraska															
AFGR	87.8	87.0	86.3	83.8	82.9	83.8	90.0	93.0	—	—	—	—	—	0.5	3.1
ACGR	—	—	—	—	—	—	86.0	88.0	88.5	89.7	88.9	89.3	89.1	0.5	3.1
Nevada															
AFGR	55.8	55.8	54.2	56.3	56.3	57.8	59.0	60.0	—	—	—	—	—	3.2	18.9
ACGR	—	—	—	—	—	—	62.0	63.0	70.7	70.0	71.3	73.6	80.9	3.2	18.9
New Hampshire															
AFGR	80.1	81.1	81.7	83.4	84.3	86.3	87.0	87.0	—	—	—	—	—	0.5	2.8
ACGR	—	—	—	—	—	85.9	86.1	86.0	87.3	88.1	88.1	88.2	88.9	0.5	2.8
New Jersey															
AFGR	85.1	84.8	84.4	84.6	85.3	87.2	87.0	87.0	—	—	—	—	—	1.2	7.3
ACGR	—	—	—	—	—	—	83.2	86.0	87.5	88.6	89.7	90.1	90.5	1.2	7.3
New Mexico															
AFGR	65.4	67.3	59.1	66.8	64.8	67.3	71.0	74.0	—	—	—	—	—	1.4	8.1
ACGR	—	—	—	60.3	66.1	67.3	63.0	70.0	70.3	68.5	68.6	71.0	71.1	1.4	8.1
New York															
AFGR	65.3	67.4	68.8	70.8	73.5	76.0	78.0	78.0	—	—	—	—	—	0.8	5.0
ACGR	65.8	67.2	71.0	73.6	74.0	76.0	76.8	77.0	76.8	77.8	79.2	80.4	81.8	0.8	5.0
North Carolina															
AFGR	72.6	71.8	68.6	72.8	75.1	76.9	77.0	79.0	—	—	—	—	—	1.4	8.7
ACGR	—	68.3	69.5	70.3	71.8	74.2	77.9	80.0	82.5	83.9	85.6	85.9	86.6	1.4	8.7
North Dakota															
AFGR	86.3	82.1	83.1	83.8	87.4	88.4	90.0	91.0	—	—	—	—	—	0.2	1.0
ACGR	86.7	86.2	87.7	86.9	85.4	86.2	86.3	87.0	87.5	87.2	86.6	87.5	87.2	0.2	1.0
Ohio															
AFGR	80.2	79.2	78.7	79.0	79.6	81.4	82.0	84.0	—	—	—	—	—	0.7	4.2
ACGR	—	—	—	—	—	78.0	80.0	81.0	82.2	81.8	80.7	83.5	84.2	0.7	4.2
Oklahoma															
AFGR	76.9	77.8	77.8	78.0	77.3	78.5	80.0	79.0	—	—	—	—	—	-0.6	-2.2
ACGR	—	—	—	—	—	—	—	—	84.8	82.7	82.5	81.6	82.6	-0.6	-2.2
Oregon															
AFGR	74.2	73.0	73.8	76.7	76.5	76.3	78.0	78.0	—	—	—	—	—	1.5	9.0
ACGR	—	—	—	—	66.2	66.4	67.7	68.0	68.7	72.0	73.8	74.8	76.7	1.5	9.0

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003–2017 (continued)

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	2017(%)	Average Annual Change in ACGR, 2011–2017 (% Point)*	Change in Four-Year Cohort Rate, 2011–2017 (%)**
Pennsylvania															
AFGR	82.5	—	83.0	82.7	80.5	84.1	86.0	88.0	—	—	—				
ACGR	—	—	—	—	—	77.8	82.6	84.0	85.5	85.3	84.8	86.1	86.6	0.7	4.0
Rhode Island															
AFGR	78.4	77.8	78.4	76.4	75.3	76.4	77.0	76.0	—	—	—				
ACGR	—	—	—	73.9	75.5	75.8	77.3	77.0	79.7	80.8	83.2	82.8	84.1	1.1	6.8
South Carolina															
AFGR	60.1	—	58.9	62.2	66.0	68.2	69.0	72.0	—	—	—				
ACGR	—	—	—	—	—	72.0	73.6	75.0	77.6	80.1	80.3	82.6	83.6	1.7	10.0
South Dakota															
AFGR	82.3	84.5	82.5	84.4	81.7	81.8	82.0	83.0	—	—	—				
ACGR	—	—	—	—	—	—	83.4	83.0	82.7	82.7	83.9	83.9	83.7	0.1	0.3
Tennessee															
AFGR	68.5	70.6	72.6	74.9	77.4	80.4	81.0	83.0	—	—	—				
ACGR	—	—	—	—	—	—	85.5	87.0	86.3	87.2	87.9	88.5	89.8	0.7	4.3
Texas															
AFGR	74.0	72.5	71.9	73.1	75.4	78.9	81.0	82.0	—	—	—				
ACGR	84.0	80.4	78.0	79.1	80.6	84.3	85.9	88.0	88.0	88.3	89.0	89.1	89.7	0.6	3.8
Utah															
AFGR	84.4	78.6	76.6	74.3	79.4	78.6	78.0	78.0	—	—	—				
ACGR	—	—	—	69.0	72.0	75.0	76.0	80.0	83.0	83.9	84.8	85.2	86.0	1.7	10.0
Vermont															
AFGR	86.5	82.3	88.6	89.3	89.6	91.4	93.0	93.0	—	—	—				
ACGR	—	85.1	86.4	85.7	85.6	87.5	87.5	88.0	86.6	87.8	87.7	87.7	89.1	0.3	1.6
Virginia															
AFGR	79.6	74.5	75.5	77.0	78.4	81.2	83.0	84.0	—	—	—				
ACGR	—	—	—	—	—	—	82.0	83.0	84.5	85.3	85.7	86.7	86.9	0.8	4.9
Washington															
AFGR	75.0	72.9	74.8	71.9	73.7	77.2	79.0	79.0	—	—	—				
ACGR	—	—	—	—	—	75.4	76.6	77.0	76.4	78.2	78.2	79.7	79.4	0.5	2.8
West Virginia															
AFGR	77.3	76.9	78.2	77.3	77.0	78.3	78.0	80.0	—	—	—				
ACGR	—	—	—	—	—	75.5	76.5	79.0	81.4	84.5	86.5	89.8	89.4	2.2	12.9
Wisconsin															
AFGR	86.7	87.5	88.5	89.6	90.7	91.1	92.0	92.0	—	—	—				
ACGR	—	—	—	—	—	85.7	87.0	88.0	88.0	88.6	88.4	88.2	88.6	0.3	1.6
Wyoming															
AFGR	76.7	76.1	75.8	76.0	75.2	80.3	80.0	80.0	—	—	—				
ACGR	—	—	—	—	—	80.4	79.7	79.0	77.0	78.6	79.3	90.0	86.2	1.1	6.5

Sources: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11, 2011–12, and 2012–13: First Look (Provisional Data) (NCES 2014-391). U.S. Department of Education. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013). Provisional Data File: SY2012–13 Four-Year Regulatory Adjusted Cohort Graduation Rates.

*The Average Annual Change in ACGR reflects the annual change from 2013 to 2017 for Kentucky and Oklahoma and from 2014 to 2017 for Idaho.

**The Change in Four-Year Cohort Rate reflects the change from 2013 to 2017 for Kentucky and Oklahoma and from 2014 to 2017 for Idaho.

APPENDIX B

Appendix B • Adjusted Cohort Graduation Rates, by State and Subgroup, 2016–17

State	Regulatory Adjusted Cohort Graduation Rate, All Students: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Black: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2016–17	Regulatory Adjusted Cohort Graduation Rate, White: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2016–17	Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2016–17
Alabama	89.3%	86.5%	88.0%	91.0%	95.0%	—
Alaska	78.2%	74.0%	77.0%	82.2%	84.0%	69.0%
Arizona	78.0%	73.8%	74.5%	82.8%	89.0%	66.8%
Arkansas	88.0%	83.4%	85.7%	90.0%	86.0%	89.0%
California	82.7%	73.1%	80.3%	87.3%	92.6%	68.2%
Colorado	79.1%	71.9%	71.1%	83.9%	89.0%	64.0%
Connecticut	87.9%	80.1%	77.7%	92.8%	95.0%	88.0%
Delaware	86.9%	83.2%	82.0%	89.9%	95.0%	76.0%
Florida	82.3%	74.8%	81.3%	86.2%	92.9%	80.0%
Georgia	80.6%	77.8%	73.6%	84.0%	91.2%	79.0%
Hawaii	82.7%	79.0%	80.0%	80.0%	83.5%	79.0%
Idaho	79.7%	70.0%	74.8%	81.1%	85.0%	66.0%
Illinois	87.0%	78.9%	83.5%	90.6%	94.5%	81.0%
Indiana	83.8%	70.8%	75.8%	87.5%	80.0%	76.0%
Iowa	91.0%	82.0%	82.4%	92.7%	91.0%	83.0%
Kansas	86.5%	78.0%	81.1%	88.8%	93.0%	81.0%
Kentucky	89.7%	81.6%	84.0%	91.2%	92.0%	77.0%
Louisiana	78.1%	72.8%	67.0%	83.7%	90.0%	81.0%
Maine	86.9%	83.0%	89.0%	87.4%	89.0%	71.0%
Maryland	87.7%	85.4%	74.0%	92.7%	96.2%	86.0%
Massachusetts	88.3%	80.0%	74.4%	92.6%	93.9%	81.0%
Michigan	80.2%	68.6%	73.3%	83.7%	90.5%	68.0%
Minnesota	82.7%	64.8%	66.3%	88.1%	85.2%	51.0%
Mississippi	83.0%	79.3%	81.0%	87.1%	91.0%	80.0%
Missouri	88.3%	75.9%	84.4%	91.4%	91.0%	84.0%
Montana	85.8%	81.0%	80.0%	88.7%	91.0%	69.0%
Nebraska	89.1%	81.0%	81.6%	92.5%	82.0%	70.0%
Nevada	80.9%	67.7%	79.7%	84.2%	91.0%	74.0%
New Hampshire	88.9%	79.0%	76.0%	89.8%	93.0%	75.0%
New Jersey	90.5%	83.4%	84.3%	94.5%	96.6%	92.0%
New Mexico	71.1%	68.0%	70.5%	76.4%	85.0%	61.0%
New York	81.8%	71.5%	71.2%	89.8%	87.7%	67.0%
North Carolina	86.6%	83.9%	80.6%	89.3%	93.8%	84.0%
North Dakota	87.2%	75.0%	76.0%	90.5%	80.0%	68.0%
Ohio	84.2%	68.6%	73.6%	88.2%	88.0%	76.0%
Oklahoma	82.6%	80.3%	79.3%	83.7%	86.0%	82.7%
Oregon	76.7%	68.0%	72.5%	78.0%	86.0%	59.0%
Pennsylvania	86.6%	73.8%	73.9%	91.0%	92.4%	73.0%
Rhode Island	84.1%	81.0%	76.0%	87.7%	88.0%	73.0%
South Carolina	83.6%	81.3%	80.5%	85.2%	93.0%	76.0%
South Dakota	83.7%	78.0%	71.0%	89.5%	85.0%	50.0%
Tennessee	89.8%	84.0%	83.8%	92.6%	94.0%	89.0%
Texas	89.7%	86.1%	87.7%	93.6%	95.8%	86.0%
Utah	86.0%	73.0%	77.3%	88.3%	87.0%	74.0%
Vermont	89.1%	77.0%	90.0%	89.8%	82.0%	◊
Virginia	86.9%	82.8%	73.0%	91.3%	93.4%	83.0%
Washington	79.4%	71.5%	72.7%	81.9%	85.3%	62.0%
West Virginia	89.4%	87.0%	92.0%	89.5%	95.0%	8.0%
Wisconsin	88.6%	67.0%	80.3%	92.7%	91.0%	79.0%
Wyoming	86.2%	83.0%	80.0%	87.5%	84.0%	59.0%
United States	84.6%	77.8%	80.0%	88.6%	91.2%	72.4%

Appendix B • Adjusted Cohort Graduation Rates, by State and Subgroup, 2016–17 (continued)

State	Regulatory Adjusted Cohort Graduation Rate, Native Hawaiian or Other Pacific Islander: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Low Income: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Students with Disabilities: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2016–17
Alabama	—	91.0%	—	—	—
Alaska	77.0%	75.0%	72.1%	59.0%	58.0%
Arizona	—	0.0%	72.4%	66.4%	30.0%
Arkansas	69.0%	86.0%	84.9%	83.8%	82.0%
California	91.3%	70.4%	78.8%	65.0%	67.2%
Colorado	77.0%	80.0%	68.5%	56.8%	64.6%
Connecticut	81.0%	88.0%	78.1%	66.7%	68.0%
Delaware	5.0%	91.0%	78.0%	69.0%	69.0%
Florida	87.0%	83.1%	76.8%	66.0%	67.3%
Georgia	—	81.5%	76.4%	58.9%	59.0%
Hawaii	—	0.0%	77.9%	65.0%	69.0%
Idaho	78.0%	76.0%	71.6%	61.0%	75.0%
Illinois	82.0%	86.2%	79.4%	71.2%	73.6%
Indiana	70.0%	82.1%	80.3%	70.9%	50.0%
Iowa	77.0%	85.0%	83.7%	74.3%	80.0%
Kansas	75.0%	84.0%	78.6%	78.4%	79.7%
Kentucky	76.0%	87.0%	87.0%	74.4%	67.0%
Louisiana	77.0%	82.0%	72.6%	52.5%	36.0%
Maine	5.0%	79.0%	79.3%	72.5%	81.0%
Maryland	89.0%	91.0%	79.3%	67.5%	45.0%
Massachusetts	78.0%	85.0%	79.0%	72.8%	63.4%
Michigan	85.0%	74.7%	67.9%	56.7%	69.4%
Minnesota	63.0%	71.0%	69.0%	61.2%	64.7%
Mississippi	8.0%	79.0%	79.9%	36.4%	67.0%
Missouri	—	89.0%	80.1%	76.9%	67.0%
Montana	83.0%	0.0%	76.6%	77.0%	63.0%
Nebraska	85.0%	86.0%	81.8%	71.0%	50.0%
Nevada	82.0%	81.0%	76.8%	64.7%	81.7%
New Hampshire	5.0%	85.0%	77.5%	74.0%	78.0%
New Jersey	9.0%	92.0%	84.0%	78.8%	76.1%
New Mexico	—	0.0%	66.4%	61.5%	68.1%
New York	77.0%	83.0%	75.3%	55.4%	30.8%
North Carolina	—	84.3%	81.8%	70.3%	58.0%
North Dakota	—	0.0%	74.0%	66.0%	69.0%
Ohio	—	78.7%	73.1%	70.5%	55.0%
Oklahoma	84.0%	82.5%	76.8%	77.0%	57.0%
Oregon	69.0%	77.0%	70.1%	58.8%	55.0%
Pennsylvania	90.0%	79.0%	79.8%	73.6%	65.0%
Rhode Island	68.0%	79.0%	76.0%	63.0%	72.0%
South Carolina	—	0.0%	85.1%	53.5%	77.0%
South Dakota	<>	78.0%	67.0%	60.0%	59.0%
Tennessee	93.0%	0.0%	84.5%	72.7%	74.0%
Texas	89.0%	91.7%	86.9%	77.4%	75.5%
Utah	86.0%	87.0%	76.6%	69.4%	67.0%
Vermont	<>	83.0%	81.0%	76.0%	66.0%
Virginia	91.0%	90.0%	77.8%	59.8%	57.3%
Washington	68.0%	79.7%	70.0%	59.4%	57.8%
West Virginia	5.0%	83.0%	87.3%	76.0%	<>
Wisconsin	85.0%	84.0%	77.4%	68.2%	65.0%
Wyoming	5.0%	79.0%	65.0%	68.0%	77.0%
United States	—	0.0%	78.3%	67.1%	66.4%

Source: EDFacts/Consolidated State Performance Report, 2016–17: <http://www2.ed.gov/admins/lead/account/consolidated/index.html>

APPENDIX C

Appendix C • Adjusted Cohort Graduation Rate Gaps—Black and White Students, by State, 2016–17

State	Regulatory Adjusted Cohort Graduation Rate, White: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Black: 2016–17	Graduation Rate Gap between White and Black Students, 2016–17
Alabama	91.0%	86.5%	4.5%
Alaska	82.2%	74.0%	8.2%
Arizona	82.8%	73.8%	9.0%
Arkansas	90.0%	83.4%	6.6%
California	87.3%	73.1%	14.2%
Colorado	83.9%	71.9%	12.0%
Connecticut	92.8%	80.1%	12.7%
DC	85.0%	72.4%	12.6%
Delaware	89.9%	83.2%	6.7%
Florida	86.2%	74.8%	11.4%
Georgia	84.0%	77.8%	6.2%
Hawaii	80.0%	79.0%	1.0%
Idaho	81.1%	70.0%	11.1%
Illinois	90.6%	78.9%	11.7%
Indiana	87.5%	70.8%	16.7%
Iowa	92.7%	82.0%	10.7%
Kansas	88.8%	78.0%	10.8%
Kentucky	91.2%	81.6%	9.6%
Louisiana	83.7%	72.8%	10.9%
Maine	87.4%	83.0%	4.4%
Maryland	92.7%	85.4%	7.3%
Massachusetts	92.6%	80.0%	12.6%
Michigan	83.7%	68.6%	15.1%
Minnesota	88.1%	64.8%	23.3%
Mississippi	87.1%	79.3%	7.8%
Missouri	91.4%	75.9%	15.5%
Montana	88.7%	81.0%	7.7%
Nebraska	92.5%	81.0%	11.5%
Nevada	84.2%	67.7%	16.5%
New Hampshire	89.8%	79.0%	10.8%
New Jersey	94.5%	83.4%	11.1%
New Mexico	76.4%	68.0%	8.4%
New York	89.8%	71.5%	18.3%
North Carolina	89.3%	83.9%	5.4%
North Dakota	90.5%	75.0%	15.5%
Ohio	88.2%	68.6%	19.6%
Oklahoma	83.7%	80.3%	3.4%
Oregon	78.0%	68.0%	10.0%
Pennsylvania	91.0%	73.8%	17.2%
Rhode Island	87.7%	81.0%	6.7%
South Carolina	85.2%	81.3%	3.9%
South Dakota	89.5%	78.0%	11.5%
Tennessee	92.6%	84.0%	8.6%
Texas	93.6%	86.1%	7.5%
Utah	88.3%	73.0%	15.3%
Vermont	89.8%	77.0%	12.8%
Virginia	91.3%	82.8%	8.5%
Washington	81.9%	71.5%	10.4%
West Virginia	89.5%	87.0%	2.5%
Wisconsin	92.7%	67.0%	25.7%
Wyoming	87.5%	83.0%	4.5%
United States	88.6%	77.8%	10.8%

Appendix D • Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, by State, 2016–17

State	Regulatory Adjusted Cohort Graduation Rate, White: 2016–17	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2016–17	Graduation Rate Gap between White and Hispanic Students, 2016–17
Alabama	91.0%	88.0%	3.0%
Alaska	82.2%	77.0%	5.2%
Arizona	82.8%	74.5%	8.3%
Arkansas	90.0%	85.7%	4.3%
California	87.3%	80.3%	7.0%
Colorado	83.9%	71.1%	12.8%
Connecticut	92.8%	77.7%	15.1%
DC	85.0%	72.0%	13.0%
Delaware	89.9%	82.0%	7.9%
Florida	86.2%	81.3%	4.9%
Georgia	84.0%	73.6%	10.4%
Hawaii	80.0%	80.0%	0.0%
Idaho	81.1%	74.8%	6.3%
Illinois	90.6%	83.5%	7.1%
Indiana	87.5%	75.8%	11.7%
Iowa	92.7%	82.4%	10.3%
Kansas	88.8%	81.1%	7.7%
Kentucky	91.2%	84.0%	7.2%
Louisiana	83.7%	67.0%	16.7%
Maine	87.4%	89.0%	-1.6%
Maryland	92.7%	74.0%	18.7%
Massachusetts	92.6%	74.4%	18.2%
Michigan	83.7%	73.3%	10.4%
Minnesota	88.1%	66.3%	21.8%
Mississippi	87.1%	81.0%	6.1%
Missouri	91.4%	84.4%	7.0%
Montana	88.7%	80.0%	8.7%
Nebraska	92.5%	81.6%	10.9%
Nevada	84.2%	79.7%	4.5%
New Hampshire	89.8%	76.0%	13.8%
New Jersey	94.5%	84.3%	10.2%
New Mexico	76.4%	70.5%	5.9%
New York	89.8%	71.2%	18.6%
North Carolina	89.3%	80.6%	8.7%
North Dakota	90.5%	76.0%	14.5%
Ohio	88.2%	73.6%	14.6%
Oklahoma	83.7%	79.3%	4.4%
Oregon	78.0%	72.5%	5.5%
Pennsylvania	91.0%	73.9%	17.1%
Rhode Island	87.7%	76.0%	11.7%
South Carolina	85.2%	80.5%	4.7%
South Dakota	89.5%	71.0%	18.5%
Tennessee	92.6%	83.8%	8.8%
Texas	93.6%	87.7%	5.9%
Utah	88.3%	77.3%	11.0%
Vermont	89.8%	90.0%	-0.2%
Virginia	91.3%	73.0%	18.3%
Washington	81.9%	72.7%	9.2%
West Virginia	89.5%	92.0%	-2.5%
Wisconsin	92.7%	80.3%	12.4%
Wyoming	87.5%	80.0%	7.5%
United States	88.6%	80.0%	8.6%

APPENDIX E

Appendix E • Adjusted Cohort Graduation Rate (ACGR) by State, Percent Low-Income, ACGR Low-Income, ACGR Estimated Non-Low-Income, Gap between Low-Income and Non-Low-Income, and Gap Change 2011–2017

State	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2017 ACGR (%)	Percent of Low-Income Students in the Cohort, 2017 (%)	Estimated Non-Low-Income 2017 ACGR (%)	Low-Income 2017 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2017	Gap Change between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011–17
Alabama	19.73	89.3%	1.5%	†	†	†	†
Alaska	18.28	78.2%	43.2%	82.8%	72.1%	10.7	7.5
Arizona	7.94	78.0%	36.5%	81.2%	72.4%	8.8	-0.9
Arkansas	12.14	88.0%	65.3%	93.8%	84.9%	8.9	3.2
California	15.49	82.7%	67.1%	90.6%	78.8%	11.8	3.6
Colorado	19.13	79.1%	47.0%	88.5%	68.5%	20.0	-0.9
Connecticut	27.38	87.9%	43.6%	95.5%	78.1%	17.4	10.0
Delaware	12.40	86.9%	27.4%	90.3%	78.0%	12.3	0.1
Florida	17.86	82.3%	53.5%	88.6%	76.8%	11.8	6.0
Georgia	15.05	80.6%	55.1%	85.8%	76.4%	9.4	5.7
Hawaii	8.43	82.7%	59.9%	89.9%	77.9%	12.0	-3.6
Idaho	†	79.7%	54.8%	89.5%	71.6%	17.9	†
Illinois	14.66	87.0%	43.1%	92.7%	79.4%	13.3	1.3
Indiana	10.55	83.8%	35.7%	85.7%	80.3%	5.4	5.1
Iowa	15.48	91.0%	41.4%	96.2%	83.7%	12.5	3.0
Kansas	19.57	86.5%	51.2%	94.8%	78.6%	16.2	3.4
Kentucky	†	89.7%	52.6%	92.7%	87.0%	5.7	†
Louisiana	14.11	78.1%	64.1%	87.9%	72.6%	15.3	-1.2
Maine	13.41	86.9%	53.3%	95.6%	79.3%	16.3	-2.9
Maryland	12.62	87.7%	33.0%	91.8%	79.3%	12.5	0.1
Massachusetts	21.53	88.3%	44.5%	95.8%	79.0%	16.8	4.8
Michigan	18.65	80.2%	40.2%	88.5%	67.9%	20.6	-1.9
Minnesota	27.81	82.7%	42.7%	92.9%	69.0%	23.9	3.9
Mississippi	12.52	83.0%	65.4%	88.9%	79.9%	9.0	3.6
Missouri	9.83	88.3%	42.5%	94.4%	80.1%	14.3	-4.4
Montana	18.71	85.8%	47.0%	93.9%	76.6%	17.3	1.4
Nebraska	11.89	89.1%	38.9%	93.7%	81.8%	11.9	-0.1
Nevada	17.22	80.9%	67.0%	89.2%	76.8%	12.4	4.8
New Hampshire	20.69	88.9%	30.3%	93.9%	77.5%	16.4	4.3
New Jersey	15.91	90.5%	33.9%	93.8%	84.0%	9.8	6.1
New Mexico	16.36	71.1%	64.0%	79.4%	66.4%	13.0	3.3
New York	13.24	81.8%	48.1%	87.8%	75.3%	12.5	0.7
North Carolina	11.73	86.6%	40.1%	89.8%	81.8%	8.0	3.7
North Dakota	13.38	87.2%	26.4%	91.9%	74.0%	17.9	-4.6
Ohio	23.35	84.2%	42.5%	92.4%	73.1%	19.3	4.0
Oklahoma	†	82.6%	50.1%	88.4%	76.8%	11.6	†
Oregon	13.67	76.7%	56.8%	85.4%	70.1%	15.3	-1.6
Pennsylvania	17.71	86.6%	40.9%	91.3%	79.8%	11.5	6.2
Rhode Island	22.12	84.1%	53.4%	93.4%	76.0%	17.4	4.7
South Carolina	13.26	83.6%	43.5%	82.4%	85.1%	-2.7	15.9
South Dakota	22.25	83.7%	29.7%	90.7%	67.0%	23.7	-1.5
Tennessee	14.03	89.8%	32.9%	92.4%	84.5%	7.9	6.1
Texas	3.74	89.7%	51.1%	92.6%	86.9%	5.7	-2.0
Utah	15.46	86.0%	30.4%	90.1%	76.6%	13.5	2.0
Vermont	16.29	89.1%	45.3%	95.8%	81.0%	14.8	1.5
Virginia	17.06	86.9%	33.3%	91.4%	77.8%	13.6	3.4
Washington	17.38	79.4%	50.5%	89.0%	70.0%	19.0	-1.6
West Virginia	19.86	89.4%	76.8%	96.4%	87.3%	9.1	10.8
Wisconsin	18.00	88.6%	30.7%	93.6%	77.4%	16.2	1.8
Wyoming	21.66	86.2%	13.4%	89.5%	65.0%	24.5	-2.8
United States	†	84.6%	47.2%	90.2%	78.3%	12.1	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2010–11 or SY2015–16. Percent of Low-Income Students in the Cohort, 2016 (%) = the number of low-income students divided by the total cohort size within each state. Estimated Non-Low-Income ACGR (%) = the estimated graduates from all students minus low-income graduates divided by the estimated total cohort of all students minus low-income within the cohort (i.e., using state level ACGRs). Gap Change Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011–17 = the gap between the estimated non-low-income and low-income ACGRs from 2010–11 to 2016–17. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2010–11 and SY 2016–17 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates and Cohort Counts. Retrieved on February 7, 2018 from <http://eddataexpress.ed.gov/state-tables-main.cfm>.

Appendix F • Adjusted Cohort Graduation Rate (ACGR, 2016–17) for Students with Disabilities (SWD) versus Non-SWD Students

State	Percent of Students with Disabilities within the 2017 Cohort (%)	Estimated Non-SWD 2017 ACGR (%)	SWD 2017 ACGR (%)	Gap between Non-SWD and SWD 2017 ACGR (Percentage Points)
Alabama	0.7%	†	†	†
Alaska	12.1%	80.8%	59.0%	21.8
Arizona	9.3%	79.2%	66.4%	12.8
Arkansas	11.4%	88.5%	83.8%	4.7
California	11.5%	85.0%	65.0%	20.0
Colorado	10.2%	81.6%	56.8%	24.8
Connecticut	15.5%	91.8%	66.7%	25.1
Delaware	14.3%	89.9%	69.0%	20.9
Florida	11.0%	84.3%	66.0%	18.3
Georgia	10.5%	83.1%	58.9%	24.2
Hawaii	12.3%	85.2%	65.0%	20.2
Idaho	9.4%	81.6%	61.0%	20.6
Illinois	12.8%	89.3%	71.2%	18.1
Indiana	11.7%	85.5%	70.9%	14.6
Iowa	12.6%	93.4%	74.3%	19.1
Kansas	12.9%	87.7%	78.4%	9.3
Kentucky	8.7%	91.2%	74.4%	16.8
Louisiana	8.6%	80.5%	52.5%	28.0
Maine	22.0%	91.0%	72.5%	18.5
Maryland	9.8%	89.9%	67.5%	22.4
Massachusetts	19.2%	92.0%	72.8%	19.2
Michigan	11.5%	83.3%	56.7%	26.6
Minnesota	14.8%	86.4%	61.2%	25.2
Mississippi	9.8%	88.1%	36.4%	51.7
Missouri	11.0%	89.7%	76.9%	12.8
Montana	12.5%	87.1%	77.0%	10.1
Nebraska	11.1%	91.4%	71.0%	20.4
Nevada	12.2%	83.2%	64.7%	18.5
New Hampshire	16.9%	91.9%	74.0%	17.9
New Jersey	15.0%	92.6%	78.8%	13.8
New Mexico	13.1%	72.5%	61.5%	11.0
New York	15.6%	86.7%	55.4%	31.3
North Carolina	10.5%	88.5%	70.3%	18.2
North Dakota	11.0%	89.8%	66.0%	23.8
Ohio	14.8%	86.6%	70.5%	16.1
Oklahoma	14.9%	83.6%	77.0%	6.6
Oregon	14.0%	79.6%	58.8%	20.8
Pennsylvania	15.0%	88.9%	73.6%	15.3
Rhode Island	16.3%	88.2%	63.0%	25.2
South Carolina	10.9%	87.3%	53.5%	33.8
South Dakota	9.6%	86.2%	60.0%	26.2
Tennessee	12.6%	92.3%	72.7%	19.6
Texas	7.9%	90.7%	77.4%	13.3
Utah	9.8%	87.8%	69.4%	18.4
Vermont	16.2%	91.6%	76.0%	15.6
Virginia	11.8%	90.5%	59.8%	30.7
Washington	12.3%	82.2%	59.4%	22.8
West Virginia	13.4%	91.5%	76.0%	15.5
Wisconsin	11.3%	91.2%	68.2%	23.0
Wyoming	11.1%	88.5%	68.0%	20.5
United States	11.8%	86.9%	67.1%	19.8

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Students with Disabilities within the Cohort (%) = the number of SPED students divided by the total cohort size within each state. Estimated Non-SPED ACGR (%) = the estimated graduates from all students minus SPED graduates divided by the estimated total cohort of all students minus SPED within the cohort (i.e., using state level ACGRs). SPED ACGR (%) = the actual state level ACGR from 2016–17. Gap between Non-SPED and SPED 2017 ACGR (Percentage Points) = the estimated non-SPED ACGR minus the SPED ACGR.

Sources: U.S. Department of Education through provisional data file of SY2016–17 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

APPENDIX G

Appendix G • Adjusted Cohort Graduation Rate (ACGR, 2016–17) for English Language Learners (ELs) Students versus Non-EL Students

State	Percent of English Language Learners within the 2017 Cohort (%)	Estimated Non-ELs 2017 ACGR (%)	ELs 2017 ACGR (%)	Gap between Non-ELs and ELs 2017 ACGR (Percentage Points)
Alabama	0.0%	†	†	†
Alaska	7.4%	79.8%	58.0%	21.8%
Arizona	1.6%	78.8%	30.0%	48.8%
Arkansas	7.4%	88.5%	82.0%	6.5%
California	14.7%	85.4%	67.2%	18.2%
Colorado	12.0%	81.1%	64.6%	16.5%
Connecticut	5.6%	89.1%	68.0%	21.1%
Delaware	4.9%	87.8%	69.0%	18.8%
Florida	8.2%	83.6%	67.3%	16.3%
Georgia	3.3%	81.3%	59.0%	22.3%
Hawaii	10.7%	84.3%	69.0%	15.3%
Idaho	7.8%	80.1%	75.0%	5.1%
Illinois	4.9%	87.7%	73.6%	14.1%
Indiana	2.3%	84.6%	50.0%	34.6%
Iowa	3.9%	91.4%	80.0%	11.4%
Kansas	9.9%	87.3%	79.7%	7.6%
Kentucky	1.4%	90.0%	67.0%	23.0%
Louisiana	2.0%	78.9%	36.0%	42.9%
Maine	3.8%	87.1%	81.0%	6.1%
Maryland	3.6%	89.3%	45.0%	44.3%
Massachusetts	7.7%	90.4%	63.4%	27.0%
Michigan	3.3%	80.6%	69.4%	11.2%
Minnesota	7.7%	84.2%	64.7%	19.5%
Mississippi	0.8%	83.1%	67.0%	16.1%
Missouri	1.3%	88.6%	67.0%	21.6%
Montana	4.0%	86.7%	63.0%	23.7%
Nebraska	3.7%	90.6%	50.0%	40.6%
Nevada	22.6%	80.7%	81.7%	-1.0%
New Hampshire	2.7%	89.2%	78.0%	11.2%
New Jersey	4.1%	91.1%	76.1%	15.0%
New Mexico	31.1%	72.5%	68.1%	4.4%
New York	4.4%	84.2%	30.8%	53.4%
North Carolina	2.5%	87.3%	58.0%	29.3%
North Dakota	2.6%	87.7%	69.0%	18.7%
Ohio	1.6%	84.7%	55.0%	29.7%
Oklahoma	2.7%	83.3%	57.0%	26.3%
Oregon	4.1%	77.6%	55.0%	22.6%
Pennsylvania	2.7%	87.2%	65.0%	22.2%
Rhode Island	7.7%	85.1%	72.0%	13.1%
South Carolina	4.0%	83.9%	77.0%	6.9%
South Dakota	2.1%	84.2%	59.0%	25.2%
Tennessee	3.0%	90.3%	74.0%	16.3%
Texas	8.4%	91.0%	75.5%	15.5%
Utah	3.8%	86.7%	67.0%	19.7%
Vermont	1.9%	89.5%	66.0%	23.5%
Virginia	7.7%	89.4%	57.3%	32.1%
Washington	6.2%	80.8%	57.8%	23.0%
West Virginia	0.0%	†	†	†
Wisconsin	2.3%	89.2%	65.0%	24.2%
Wyoming	1.1%	86.3%	77.0%	9.3%
United States	6.3%	85.8%	66.4%	19.4%

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Limited English Proficient Students within the Cohort (%) = the number of LEP students divided by the total cohort size within each state. Estimated Non-LEP ACGR (%) = the estimated graduates from all students minus LEP graduates divided by the estimated total cohort of all students minus LEP within the cohort (i.e., using state level ACGRs). LEP ACGR (%) = the actual state level ACGR from 2016–17. Gap between Non-LEP and LEP 2017 ACGR (Percentage Points) = the estimated non-LEP ACGR minus the LEP ACGR.

Sources: U.S. Department of Education through provisional data file of SY2016–17 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix H • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2016–17

State	All Students (N)	American Indian/ Alaska Native (N)	Asian/Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
Alabama	384	†	-	660	56	-	-	†	†	†
Alaska	1,158	455	55	53	87	383	121	367	759	232
Arizona	10,161	973	26	747	5,652	2,505	†	1,857	5,437	799
Arkansas	709	2	33	493	172	-	24	250	1,181	211
California	31,332	559	-	4,350	21,646	2,927	2,542	12,303	32,236	14,411
Colorado	6,991	143	22	575	3,894	2,163	219	2,176	6,480	1,952
Connecticut	893	2	-	577	1,071	-	17	1,535	2,204	524
Delaware	312	6	-	213	114	5	-	303	331	104
Florida	15,724	81	-	6,955	5,311	3,240	392	5,404	14,412	3,802
Georgia	11,984	7	-	5,869	2,509	3,288	263	4,146	9,555	1,299
Hawaii	932	7	648	27	91	157	†	394	926	287
Idaho	2,334	66	20	51	573	1,554	70	619	2,286	265
Illinois	4,473	37	-	2,858	2,255	-	150	3,586	6,804	1,210
Indiana	4,959	29	189	1,945	1,141	1,416	244	1,788	2,767	720
Iowa	-	8	-	142	234	-	49	687	908	136
Kansas	1,264	41	-	314	552	291	98	539	2,107	370
Kentucky	144	8	-	446	128	-	33	655	759	155
Louisiana	5,687	33	-	3,581	558	1,433	48	1,535	5,326	508
Maine	400	15	2	31	2	302	39	496	736	44
Maryland	1,454	6	-	1,020	1,409	-	-	1,396	2,231	1,012
Massachusetts	1,247	15	-	683	1,914	-	85	2,420	3,592	1,509
Michigan	11,679	203	-	4,494	1,244	5,218	491	4,577	10,588	822
Minnesota	4,787	386	199	1,657	1,199	889	332	2,786	5,883	1,282
Mississippi	2,366	6	-	1,792	80	449	26	1,781	2,234	63
Missouri	1,122	18	-	1,551	184	-	15	951	2,778	191
Montana	448	280	-	15	43	112	†	174	672	114
Nebraska	202	65	52	122	323	-	28	473	715	331
Nevada	3,109	56	-	799	1,407	698	161	1,058	3,021	642
New Hampshire	156	5	-	32	94	25	11	385	538	46
New Jersey	-	-	-	1,133	1,387	-	-	1,781	2,154	606
New Mexico	4,662	829	22	127	2,890	813	†	918	3,723	1,683
New York	17,047	267	429	7,078	8,878	200	171	11,232	14,690	5,425
North Carolina	3,904	97	-	1,856	1,428	422	230	2,372	3,772	932
North Dakota	211	141	16	48	37	-	†	199	318	41
Ohio	7,932	30	56	4,505	936	1,827	619	3,934	9,822	780
Oklahoma	3,568	535	46	428	724	1,596	243	933	3,190	427
Oregon	6,083	236	87	262	1,644	3,569	321	2,005	5,172	655
Pennsylvania	4,623	36	-	3,270	2,103	-	292	3,347	5,670	931
Rhode Island	587	13	6	78	315	142	31	439	745	138
South Carolina	3,469	45	-	1,689	336	1,431	†	2,161	1,154	278
South Dakota	581	399	9	30	69	36	25	266	630	61
Tennessee	143	2	-	1,072	303	-	†	1,567	1,297	349
Texas	1,075	56	-	1,816	4,109	-	-	3,544	5,672	4,350
Utah	1,853	92	49	117	979	589	33	931	1,887	403
Vermont	53	†	10	17	-	11	12	135	242	27
Virginia	2,966	21	-	1,591	2,150	-	-	3,413	3,883	2,417
Washington	8,166	285	307	638	2,635	3,709	515	2,902	7,781	1,542
West Virginia	117	†	-	30	-	89	16	364	403	†
Wisconsin	920	82	-	1,438	622	-	88	1,626	2,541	380
Wyoming	1,380	142	24	19	330	783	63	887	1,221	53
United States	199,466	7,286	-	70,282	86,486	26,793	†	99,877	203,907	54,689

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2016–17. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2016–17 state level ACGR file (i.e., for the state level cohort sizes) and the 2016–17 graduation rates. The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group “Asian/Pacific Islander” or an aggregation of values reported by the state for the major racial and ethnic groups “Asian,” “Native Hawaiian/Other Pacific Islander or Pacific Islander,” and “Filipino.” (California is the only state currently using the major racial and ethnic group “Filipino.”)

Source: U.S. Department of Education (2019). Provisional data file: SY2016–17 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

APPENDIX I

Appendix I • Percentage of Four-Year Non-Graduates, by State and Subgroup, 2016–17

State	Total Number of Non-Graduates	Percent of Non-Graduates that are Black	Percent of Nongraduates that are Hispanic	Percent of Nongraduates that are White	Percent of Nongraduates that are Low-Income	Percent of Nongraduates that are Students with Disabilities	Percent of Nongraduates that are English Learners
Alabama	5876	43.3%	5.7%	47.8%	†	†	†
Alaska	2140	4.0%	7.2%	40.9%	55.3%	22.7%	14.2%
Arizona	18629	6.5%	49.9%	32.1%	45.8%	14.2%	5.0%
Arkansas	4251	29.1%	13.5%	52.5%	82.2%	15.4%	11.1%
California	74251	9.3%	59.2%	18.5%	82.2%	23.2%	27.9%
Colorado	13405	6.7%	44.4%	42.6%	70.8%	21.1%	20.3%
Connecticut	5144	22.5%	37.7%	35.1%	78.9%	42.7%	14.8%
Delaware	1319	39.9%	19.5%	37.6%	46.0%	33.9%	11.7%
Florida	36146	31.9%	31.6%	32.5%	70.1%	21.2%	15.2%
Georgia	24732	43.2%	16.3%	35.4%	67.0%	22.2%	6.9%
Hawaii	2209	2.4%	8.3%	14.2%	76.6%	25.0%	19.2%
Idaho	4600	1.7%	20.7%	71.7%	76.7%	18.1%	9.6%
Illinois	19382	28.0%	29.5%	37.5%	68.2%	28.3%	10.0%
Indiana	12956	22.8%	15.0%	54.6%	43.4%	21.0%	6.9%
Iowa	3134	10.2%	17.3%	65.2%	75.0%	35.9%	8.6%
Kansas	4876	11.8%	24.0%	55.8%	81.1%	20.6%	14.9%
Kentucky	4951	19.7%	6.9%	68.9%	66.4%	21.7%	4.5%
Louisiana	10466	54.1%	7.6%	35.4%	80.1%	18.6%	5.8%
Maine	1692	4.5%	1.4%	86.5%	84.2%	46.1%	5.5%
Maryland	7778	41.6%	29.4%	24.3%	55.5%	25.9%	15.9%
Massachusetts	8579	15.9%	36.6%	41.4%	79.9%	44.6%	24.2%
Michigan	23596	27.9%	8.4%	57.2%	65.2%	25.2%	5.2%
Minnesota	11346	20.4%	15.0%	49.1%	76.5%	33.1%	15.8%
Mississippi	5747	60.3%	3.0%	34.7%	77.3%	36.8%	1.6%
Missouri	7722	34.3%	6.6%	54.0%	72.3%	21.7%	3.6%
Montana	1515	2.0%	5.7%	64.1%	77.4%	20.3%	10.4%
Nebraska	2445	10.6%	29.0%	47.7%	64.9%	29.5%	16.9%
Nevada	6526	17.7%	42.5%	29.1%	81.4%	22.6%	21.7%
New Hampshire	1578	3.8%	10.2%	81.3%	61.4%	39.7%	5.4%
New Jersey	10050	28.4%	38.0%	29.3%	57.2%	33.5%	10.4%
New Mexico	7128	2.6%	61.3%	19.8%	74.4%	17.4%	34.4%
New York	37836	28.8%	35.9%	27.0%	65.2%	38.3%	16.8%
North Carolina	15387	31.8%	19.2%	41.9%	54.4%	23.2%	8.0%
North Dakota	963	8.3%	6.5%	60.6%	53.6%	29.3%	6.3%
Ohio	21609	30.6%	7.0%	55.4%	72.3%	27.5%	4.6%
Oklahoma	8390	10.4%	16.7%	49.2%	66.8%	19.7%	6.6%
Oregon	10657	3.6%	24.2%	61.4%	72.9%	24.8%	7.9%
Pennsylvania	18220	29.0%	18.7%	46.9%	61.6%	29.6%	7.2%
Rhode Island	1583	10.4%	34.1%	48.0%	80.7%	38.0%	13.5%
South Carolina	8888	40.8%	7.8%	49.7%	39.5%	31.0%	5.5%
South Dakota	1504	3.6%	7.0%	50.5%	60.1%	23.6%	5.4%
Tennessee	7302	39.1%	10.9%	47.7%	50.1%	33.9%	7.8%
Texas	36899	17.5%	59.5%	19.1%	65.0%	17.2%	19.9%
Utah	6486	2.9%	27.0%	62.5%	50.8%	21.3%	8.9%
Vermont	647	4.7%	1.8%	84.5%	78.9%	35.8%	5.9%
Virginia	12534	30.3%	27.2%	34.9%	56.4%	36.2%	25.2%
Washington	15869	6.2%	26.2%	52.2%	73.6%	24.3%	12.7%
West Virginia	2062	6.3%	1.0%	90.6%	92.0%	30.3%	†
Wisconsin	7492	27.5%	16.9%	47.2%	60.8%	31.7%	7.1%
Wyoming	5012	0.9%	13.2%	78.1%	34.1%	25.7%	1.9%
United States	568846	22.5%	30.4%	38.4%	66.5%	25.2%	13.7%

Appendix J • ESSA High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2016–17

State	Number of Schools with ACGR Less than or Equal to 67% & Enrollment Greater than or Equal to 100	Number Regular	Number Special Education	Number Vocational	Number Alternative	Percent Regular	Percent Special Education	Percent Vocational	Percent Alternative
Alabama	6	4	2	0	0	67%	33%	0%	0%
Alaska	29	20	1	0	8	69%	3%	0%	28%
Arizona	99	89	0	1	9	90%	0%	1%	9%
Arkansas	13	12	0	0	1	92%	0%	0%	8%
California	444	144	40	0	260	32%	9%	0%	59%
Colorado	94	42	1	2	49	45%	1%	2%	52%
Connecticut	14	14	0	0	0	100%	0%	0%	0%
Delaware	6	1	4	0	1	17%	67%	0%	17%
District of Columbia	14	11	0	0	3	79%	0%	0%	21%
Florida	178	24	39	2	113	13%	22%	1%	63%
Georgia	39	31	1	0	7	79%	3%	0%	18%
Hawaii	4	4	0	0	0	100%	0%	0%	0%
Idaho	33	10	0	0	23	30%	0%	0%	70%
Illinois	37	36	0	0	0	97%	0%	0%	0%
Indiana	37	37	0	0	1	100%	0%	0%	3%
Iowa	9	3	1	0	5	33%	11%	0%	56%
Kansas	11	11	0	0	0	100%	0%	0%	0%
Kentucky	12	1	1	0	10	8%	8%	0%	83%
Louisiana	51	50	0	0	1	98%	0%	0%	2%
Maine	3	3	0	0	0	100%	0%	0%	0%
Maryland	28	15	5	2	6	54%	18%	7%	21%
Massachusetts	34	28	0	2	4	82%	0%	6%	12%
Michigan	188	48	30	0	110	26%	16%	0%	59%
Minnesota	61	31	1	0	29	51%	2%	0%	48%
Mississippi	11	11	0	0	0	100%	0%	0%	0%
Missouri	23	21	0	2	0	91%	0%	9%	0%
Montana	5	5	0	0	0	100%	0%	0%	0%
Nebraska	5	5	0	0	0	100%	0%	0%	0%
Nevada	16	5	3	0	8	31%	19%	0%	50%
New Hampshire	3	3	0	0	0	100%	0%	0%	0%
New Jersey	11	11	0	0	0	100%	0%	0%	0%
New Mexico	59	49	1	0	9	83%	2%	0%	15%
New York	205	176	5	4	20	86%	2%	2%	10%
North Carolina	19	5	4	0	10	26%	21%	0%	53%
North Dakota	5	5	0	0	0	100%	0%	0%	0%
Ohio	109	101	8	0	0	93%	7%	0%	0%
Oklahoma	23	23	0	0	0	100%	0%	0%	0%
Oregon	43	30	0	0	13	70%	0%	0%	30%
Pennsylvania	44	42	0	2	0	95%	0%	5%	0%
Rhode Island	5	5	0	0	0	100%	0%	0%	0%
South Carolina	12	10	1	0	1	83%	8%	0%	8%
South Dakota	5	3	0	0	2	60%	0%	0%	40%
Tennessee	17	15	2	0	0	88%	12%	0%	0%
Texas	92	4	1	0	87	4%	1%	0%	95%
Utah	32	16	0	0	16	50%	0%	0%	50%
Vermont	1	1	0	0	0	100%	0%	0%	0%
Virginia	9	4	0	0	5	44%	0%	0%	56%
Washington	82	12	2	0	68	15%	2%	0%	83%
Wisconsin	33	21	0	0	12	64%	0%	0%	36%
Wyoming	8	8	0	0	0	100%	0%	0%	0%
Total	2321	1260	153	17	891	54%	7%	1%	38%

APPENDIX K

Appendix K • Low-Graduation Schools (ACGR Less than or Equal to 67% & Enrollment Greater than or Equal to 100) and Number of Non-Graduates Produced by Them, by State and Locale Code, 2016–17

State	All Schools		City		Suburb		Town		Rural	
	Number of Schools	Number of Non-Graduates	Number of Schools	Number of Non-Graduates	Number of Schools	Number of Non-Graduates	Number of Schools	Number of Non-Graduates	Number of Schools	Number of Non-Graduates
Alabama	6	52	2	25	2	15	2	12	0	0
Alaska	29	935	5	192	2	133	7	238	15	372
Arizona	99	9,836	65	5,690	14	3,235	16	729	4	182
Arkansas	13	282	7	191	3	65	1	4	2	22
California	444	41,042	232	24,513	169	14,166	17	499	26	1,864
Colorado	94	6,654	53	4,162	31	2,019	4	165	6	308
Connecticut	14	692	11	515	2	114	1	63	0	0
Delaware	6	177	0	0	5	171	1	6	0	0
District of Columbia	14	706	14	706	0	0	0	0	0	0
Florida	178	13,554	71	5,326	81	7,166	8	307	18	755
Georgia	39	6,237	10	1,682	19	2,737	7	1,175	3	643
Hawaii	4	54	0	0	0	0	1	15	3	39
Idaho	33	2,109	7	727	14	886	8	407	4	89
Illinois	37	2,902	27	2,395	9	460	0	0	1	47
Indiana	37	6,798	29	5,976	5	520	2	265	1	37
Iowa	9	502	6	390	0	0	1	76	2	36
Kansas	11	858	6	369	1	42	0	0	4	447
Kentucky	12	844	9	766	2	57	1	21	0	0
Louisiana	51	3,157	28	2,084	11	575	6	308	6	190
Maine	3	85	1	33	0	0	1	41	1	11
Maryland	28	1,761	21	1,149	6	608	0	0	1	4
Massachusetts	34	2,234	16	1,057	17	1,140	1	37	0	0
Michigan	188	6,544	59	2,162	85	3,054	18	567	26	761
Minnesota	61	3,138	24	1,465	18	996	9	287	10	390
Mississippi	11	316	2	171	0	0	4	77	5	68
Missouri	23	1,581	19	1,484	4	97	0	0	0	0
Montana	5	145	0	0	0	0	1	28	4	117
Nebraska	5	389	3	297	0	0	0	0	2	92
Nevada	16	1,208	11	618	3	434	1	34	1	122
New Hampshire	3	121	1	80	2	41	0	0	0	0
New Jersey	11	933	8	743	3	190	0	0	0	0
New Mexico	59	3,164	27	1,527	8	595	13	642	11	400
New York	205	13,089	194	12,464	8	576	2	39	1	10
North Carolina	19	482	8	272	3	69	4	59	4	82
North Dakota	5	187	2	141	0	0	0	0	3	46
Ohio	109	10,759	82	8,069	15	1,357	11	1,279	1	54
Oklahoma	23	2,110	10	1,520	4	248	6	251	3	91
Oregon	43	2,705	10	709	11	573	12	690	10	733
Pennsylvania	44	4,899	31	2,584	10	1,254	2	1,040	1	21
Rhode Island	5	264	5	264	0	0	0	0	0	0
South Carolina	12	1,751	8	1,561	3	170	0	0	1	20
South Dakota	5	312	1	145	0	0	0	0	4	167
Tennessee	17	915	16	897	0	0	1	18	0	0
Texas	92	6,711	65	5,034	21	1,428	2	32	4	217
Utah	32	2,426	10	793	18	1,505	1	45	3	83
Vermont	1	26	0	0	1	26	0	0	0	0
Virginia	9	856	3	285	5	556	0	0	1	15
Washington	82	5,836	38	2,867	28	1,756	11	984	5	229
Wisconsin	33	2,368	29	1,999	2	118	1	227	1	24
Wyoming	8	1,224	2	437	0	0	3	110	3	677

Appendix L • Low-Performing High Schools, by Type and State, 2016–17

All Schools							Regular or Vocational Schools that have ACGR Greater than 67% but Promoting Power Less than or Equal to 60%, are not Virtual and have Greater than 100 Students		
State	2017 ACGR	Total # of Schools reporting ACGR	Total # of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	89.3%	371	5,783	4	27	0%	10	474	8%
Alaska	78.2%	164	2,070	20	521	25%	16	95	5%
Arizona	78.0%	497	18,396	76	5,137	28%	23	227	1%
Arkansas	88.0%	289	4,157	12	243	6%	4	72	2%
California	82.7%	2,352	79,006	104	17,553	22%	61	1,802	2%
Colorado	79.1%	452	13,462	31	1,831	14%	21	301	2%
Connecticut	87.9%	215	3,473	14	692	20%	5	147	4%
Delaware	86.9%	45	1,299	1	127	10%	3	108	8%
District of Columbia	73.2%	38	1,117	11	557	50%	10	193	17%
Florida	82.3%	858	35,395	19	935	3%	39	1,703	5%
Georgia	80.6%	463	22,322	27	3,665	16%	49	2,619	12%
Hawaii	82.7%	60	2,175	4	54	2%	6	239	11%
Idaho	79.7%	204	4,684	3	49	1%	9	66	1%
Illinois	87.0%	721	16,426	36	2,879	18%	37	1,370	8%
Indiana	83.8%	404	12,924	33	4,884	38%	6	87	1%
Iowa	91.0%	342	3,133	3	112	4%	1	4	0%
Kansas	86.5%	351	4,684	6	424	9%	4	268	6%
Kentucky	89.7%	306	4,363	1	96	2%	3	29	1%
Louisiana	78.1%	350	9,462	48	2,865	30%	17	436	5%
Maine	86.9%	123	1,766	1	11	1%	2	5	0%
Maryland	87.7%	245	7,641	17	1,240	16%	11	309	4%
Massachusetts	88.3%	384	7,700	28	1,850	24%	7	208	3%
Michigan	80.2%	1,016	16,740	45	1,793	11%	46	827	5%
Minnesota	82.7%	636	10,644	20	831	8%	1	2	0%
Mississippi	83.0%	248	5,677	11	316	6%	7	229	4%
Missouri	88.3%	539	6,760	23	1,581	23%	8	107	2%
Montana	85.8%	146	1,580	5	145	9%	1	17	1%
Nebraska	89.1%	265	2,729	4	356	13%	0	0	0%
Nevada	80.9%	153	6,810	3	209	3%	3	16	0%
New Hampshire	88.9%	93	1,564	2	95	6%	3	32	2%
New Jersey	90.5%	416	9,657	11	933	10%	12	500	5%
New Mexico	71.1%	207	7,429	46	2,734	37%	19	992	13%
New York	81.8%	1,230	32,211	180	11,266	35%	58	1,895	6%
North Carolina	86.6%	609	12,885	5	154	1%	25	498	4%
North Dakota	87.2%	152	1,097	5	187	17%	3	36	3%
Ohio	84.2%	894	21,140	86	5,518	26%	113	1,492	7%
Oklahoma	82.6%	470	8,298	19	1,027	12%	9	211	3%
Oregon	76.7%	316	9,547	21	922	10%	1	6	0%
Pennsylvania	86.6%	680	16,035	35	2,841	18%	14	557	3%
Rhode Island	84.1%	61	1,327	5	264	20%	0	0	0%
South Carolina	83.6%	234	8,906	5	230	3%	26	653	7%
South Dakota	83.7%	159	1,503	2	72	5%	3	100	7%
Tennessee	89.8%	369	7,290	14	861	12%	12	436	6%
Texas	89.7%	1,674	33,276	3	197	1%	64	1,627	5%
Utah	86.0%	188	6,334	10	280	4%	5	43	1%
Vermont	89.1%	60	660	1	26	4%	0	0	0%
Virginia	86.9%	328	12,346	4	278	2%	9	482	4%
Washington	79.4%	551	16,369	12	718	4%	4	15	0%
West Virginia	89.4%	115	2,026	0	0	0%	2	144	7%
Wisconsin	88.6%	539	7,567	18	1,513	20%	5	32	0%
Wyoming	86.2%	91	5,023	8	1,224	24%	1	56	1%
US Totals	84.6%	21,673	534,868	1,102	82,323	15%	798	21,767	4%

APPENDIX L

Appendix L • Low-Performing High Schools, by Type and State, 2016–17 (continued)

Regular or Vocational Schools that have ACGR Greater than 67% and Promoting Power Greater than 60% but ACGR Less than 84.1%, are not Virtual and have Greater than 100 Students

Regular or Vocational Schools that have ACGR Greater than or Equal to 84.1% and Promoting Power Greater than 60%, are not Virtual and have Greater than 100 Students

State	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	42	1,793	31%	302	3,297	57%
Alaska	38	391	19%	40	418	20%
Arizona	53	2,514	14%	209	4,203	23%
Arkansas	35	1,226	29%	215	2,438	59%
California	142	6,417	8%	1,068	21,311	27%
Colorado	84	3,016	22%	169	2,612	19%
Connecticut	15	838	24%	169	1,680	48%
Delaware	8	455	35%	25	546	42%
District of Columbia	3	97	9%	10	119	11%
Florida	114	7,925	22%	365	10,454	30%
Georgia	92	6,028	27%	241	6,632	30%
Hawaii	26	1,257	58%	19	589	27%
Idaho	34	757	16%	89	1,135	24%
Illinois	88	4,040	25%	495	7,537	46%
Indiana	25	1,345	10%	327	4,603	36%
Iowa	10	369	12%	298	2,124	68%
Kansas	34	1,114	24%	228	2,165	46%
Kentucky	10	440	10%	213	2,423	56%
Louisiana	73	3,006	32%	170	2,077	22%
Maine	26	883	50%	79	713	40%
Maryland	29	1,871	24%	151	3,345	44%
Massachusetts	37	1,423	18%	269	3,369	44%
Michigan	76	1,497	9%	472	5,063	30%
Minnesota	43	1,244	12%	328	3,765	35%
Mississippi	108	3,109	55%	113	1,918	34%
Missouri	35	1,060	16%	399	3,760	56%
Montana	16	569	36%	59	689	44%
Nebraska	20	869	32%	171	1,265	46%
Nevada	12	885	13%	78	2,034	30%
New Hampshire	9	316	20%	66	956	61%
New Jersey	40	2,624	27%	340	5,511	57%
New Mexico	44	2,272	31%	33	642	9%
New York	217	8,416	26%	723	8,477	26%
North Carolina	88	4,181	32%	331	6,860	53%
North Dakota	12	205	19%	57	356	32%
Ohio	47	1,841	9%	554	5,858	28%
Oklahoma	83	2,900	35%	210	2,486	30%
Oregon	87	3,749	39%	124	2,202	23%
Pennsylvania	58	3,002	19%	543	6,691	42%
Rhode Island	10	403	30%	40	554	42%
South Carolina	58	3,370	38%	124	3,023	34%
South Dakota	8	308	20%	58	451	30%
Tennessee	29	1,457	20%	282	4,020	55%
Texas	127	4,376	13%	1,177	17,875	54%
Utah	13	986	16%	114	2,568	41%
Vermont	10	197	30%	43	382	58%
Virginia	75	5,027	41%	228	5,923	48%
Washington	87	3,595	22%	210	4,702	29%
West Virginia	11	439	22%	101	1,441	71%
Wisconsin	18	719	10%	381	3,693	49%
Wyoming	6	812	16%	45	2,369	47%
US Totals	2,465	107,633	20%	12,555	189,324	35%

Appendix L • Low-Performing High Schools, by Type and State, 2016–17 (continued)

Alternative Schools that are not Virtual and
have Greater than 100 Students

Virtual Schools with Greater than 100 Students

State	2017 ACGR	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	89.3%	0	0	0%	1	24	0%
Alaska	78.2%	8	369	18%	0	0	0%
Arizona	78.0%	9	708	4%	15	4,006	22%
Arkansas	88.0%	1	39	1%	1	15	0%
California	82.7%	363	21,683	27%	66	2,906	4%
Colorado	79.1%	51	4,002	30%	31	1,167	9%
Connecticut	87.9%	0	0	0%	0	0	0%
Delaware	86.9%	2	10	1%	0	0	0%
District of Columbia	73.2%	3	149	13%	0	0	0%
Florida	82.3%	124	11,819	33%	23	449	1%
Georgia	80.6%	8	589	3%	4	1,998	9%
Hawaii	82.7%	0	0	0%	1	2	0%
Idaho	79.7%	19	996	21%	12	1,075	23%
Illinois	87.0%	3	60	0%	0	0	0%
Indiana	83.8%	0	0	0%	4	1,914	15%
Iowa	91.0%	6	394	13%	0	0	0%
Kansas	86.5%	0	0	0%	8	477	10%
Kentucky	89.7%	15	553	13%	4	288	7%
Louisiana	78.1%	1	77	1%	3	224	2%
Maine	86.9%	0	0	0%	2	74	4%
Maryland	87.7%	6	462	6%	0	0	0%
Massachusetts	88.3%	8	220	3%	2	193	3%
Michigan	80.2%	119	4,217	25%	12	495	3%
Minnesota	82.7%	30	1,570	15%	11	731	7%
Mississippi	83.0%	0	0	0%	0	0	0%
Missouri	88.3%	1	24	0%	0	0	0%
Montana	85.8%	0	0	0%	0	0	0%
Nebraska	89.1%	0	0	0%	1	33	1%
Nevada	80.9%	10	575	8%	4	454	7%
New Hampshire	88.9%	0	0	0%	1	26	2%
New Jersey	90.5%	0	0	0%	0	0	0%
New Mexico	71.1%	11	240	3%	4	193	3%
New York	81.8%	21	1,785	6%	0	0	0%
North Carolina	86.6%	17	371	3%	1	2	0%
North Dakota	87.2%	0	0	0%	0	0	0%
Ohio	84.2%	0	0	0%	17	5,175	24%
Oklahoma	82.6%	0	0	0%	5	1,083	13%
Oregon	76.7%	12	914	10%	15	930	10%
Pennsylvania	86.6%	0	0	0%	12	2,517	16%
Rhode Island	84.1%	0	0	0%	1	2	0%
South Carolina	83.6%	1	650	7%	5	861	10%
South Dakota	83.7%	1	145	10%	2	95	6%
Tennessee	89.8%	0	0	0%	2	43	1%
Texas	89.7%	146	6,840	21%	3	493	1%
Utah	86.0%	19	1,781	28%	7	401	6%
Vermont	89.1%	0	0	0%	0	0	0%
Virginia	86.9%	5	578	5%	0	0	0%
Washington	79.4%	90	4,231	26%	9	981	6%
West Virginia	89.4%	0	0	0%	0	0	0%
Wisconsin	88.6%	16	751	10%	11	243	3%
Wyoming	86.2%	0	0	0%	0	0	0%
US Totals	84.6%	1,126	66,802	12%	300	29,570	6%

APPENDIX L

Appendix L • Low-Performing High Schools, by Type and State, 2016–17 *(continued)*

Special Education Schools that are not Virtual and have Greater than 100 Students				Schools with Less than 100 students		
State	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	2	25	0%	16	124	2%
Alaska	1	45	2%	125	221	11%
Arizona	4	2	0%	141	1546	8%
Arkansas	0	0	0%	18	84	2%
California	48	879	1%	653	6360	8%
Colorado	1	11	0%	89	513	4%
Connecticut	1	15	0%	7	75	2%
Delaware	6	45	3%	5	8	1%
District of Columbia	0	0	0%	0	0	0%
Florida	49	535	2%	291	1546	4%
Georgia	2	17	0%	43	511	2%
Hawaii	0	0	0%	7	34	2%
Idaho	0	0	0%	35	440	9%
Illinois	0	0	0%	73	517	3%
Indiana	0	0	0%	7	62	0%
Iowa	1	14	0%	25	116	4%
Kansas	0	0	0%	76	236	5%
Kentucky	1	5	0%	95	527	12%
Louisiana	3	7	0%	38	638	7%
Maine	0	0	0%	10	43	2%
Maryland	13	59	1%	34	349	5%
Massachusetts	0	0	0%	36	342	4%
Michigan	44	439	3%	271	2041	12%
Minnesota	5	16	0%	278	2441	23%
Mississippi	0	0	0%	11	46	1%
Missouri	0	0	0%	130	228	3%
Montana	0	0	0%	87	160	10%
Nebraska	0	0	0%	72	206	8%
Nevada	4	26	0%	45	2596	38%
New Hampshire	0	0	0%	12	132	8%
New Jersey	0	0	0%	11	76	1%
New Mexico	1	8	0%	50	238	3%
New York	7	40	0%	27	321	1%
North Carolina	9	60	0%	66	492	4%
North Dakota	0	0	0%	87	265	24%
Ohio	13	218	1%	67	1031	5%
Oklahoma	0	0	0%	149	495	6%
Oregon	0	0	0%	64	824	9%
Pennsylvania	1	0	0%	13	225	1%
Rhode Island	0	0	0%	5	104	8%
South Carolina	1	10	0%	7	71	1%
South Dakota	0	0	0%	97	332	22%
Tennessee	6	19	0%	27	385	5%
Texas	1	44	0%	194	1700	5%
Utah	0	0	0%	16	235	4%
Vermont	0	0	0%	0	0	0%
Virginia	0	0	0%	8	26	0%
Washington	9	27	0%	192	2099	13%
West Virginia	0	0	0%	4	2	0%
Wisconsin	0	0	0%	116	558	7%
Wyoming	0	0	0%	32	561	11%
US Totals	233	2,566	0%	3,962	32,182	6%

Appendix M • Secondary School Improvement Index

State	Total Gain	Index Score	ACGR Growth	AP Score 3 or Higher Growth	8 th Grade NAEP Reading Growth	8 th Grade NAEP Math Growth	ACGR 2010–11	ACGR 2016–17	ACGR Gain, 2011–17
Georgia	30	4.0	1.0	1.0	1.0	1.0	67.0	80.6	13.6
District of Columbia	29	4.0	1.0	1.0	1.0	1.0	59.0	73.2	14.2
California	27	4.0	1.0	1.0	1.0	1.0	76.0	82.7	6.7
Florida	26	4.0	1.0	1.0	1.0	1.0	71.0	82.3	11.3
West Virginia	20	4.0	1.0	1.0	1.0	1.0	78.0	89.4	11.4
Utah	20	4.0	1.0	1.0	1.0	1.0	76.0	86.0	10.0
Nebraska	18	4.0	1.0	1.0	1.0	1.0	86.0	89.1	3.1
Tennessee	17	4.0	1.0	1.0	1.0	1.0	86.0	89.8	3.8
Oregon	17	4.0	1.0	1.0	1.0	1.0	68.0	76.7	8.7
Mississippi	16	4.0	1.0	1.0	1.0	1.0	75.0	83.0	8.0
Iowa	14	4.0	1.0	1.0	1.0	1.0	88.0	91.0	3.0
New Hampshire	14	4.0	1.0	1.0	1.0	1.0	86.0	88.9	2.9
Ohio	13	4.0	1.0	1.0	1.0	1.0	80.0	84.2	4.2
Nevada	28	3.0	1.0	1.0	1.0	0.0	62.0	80.9	18.9
Alabama	25	3.0	1.0	1.0	1.0	0.0	72.0	89.3	17.3
Indiana	17	3.0	0.0	1.0	1.0	1.0	86.0	83.8	-2.2
Rhode Island	16	3.0	1.0	1.0	1.0	0.0	77.0	84.1	7.1
Massachusetts	16	3.0	1.0	1.0	1.0	0.0	83.0	88.3	5.3
New Jersey	14	3.0	1.0	1.0	1.0	0.0	83.0	90.5	7.5
Washington	14	3.0	1.0	1.0	1.0	0.0	76.0	79.4	3.4
Michigan	14	3.0	1.0	1.0	1.0	0.0	74.0	80.2	6.2
Illinois	13	3.0	1.0	1.0	1.0	0.0	84.0	87.0	3.0
South Carolina	13	3.0	1.0	1.0	1.0	0.0	74.0	83.6	9.6
New York	13	3.0	1.0	1.0	0.0	1.0	77.0	81.8	4.8
North Carolina	12	3.0	1.0	1.0	1.0	0.0	78.0	86.6	8.6
Wisconsin	11	3.0	1.0	1.0	1.0	0.0	87.0	88.6	1.6
Louisiana	11	3.0	1.0	1.0	1.0	0.0	71.0	78.1	7.1
Virginia	11	3.0	1.0	1.0	1.0	0.0	82.0	86.9	4.9
Pennsylvania	10	3.0	1.0	1.0	1.0	0.0	83.0	86.6	3.6
Hawaii	10	3.0	1.0	1.0	1.0	0.0	80.0	82.7	2.7
Wyoming	10	3.0	1.0	1.0	0.0	1.0	80.0	86.2	6.2
New Mexico	9	3.0	1.0	1.0	1.0	0.0	63.0	71.1	8.1
Arizona	9	3.0	0.0	1.0	1.0	1.0	78.0	78.0	0.0
Texas	4	3.0	1.0	1.0	1.0	0.0	86.0	89.7	3.7
Kansas	0	3.0	1.0	1.0	1.0	0.0	83.0	86.5	3.5
Delaware	11	2.0	1.0	1.0	0.0	0.0	78.0	86.9	8.9
Missouri	11	2.0	1.0	1.0	0.0	0.0	81.0	88.3	7.3
Connecticut	9	2.0	1.0	1.0	0.0	0.0	83.0	87.9	4.9
Minnesota	9	2.0	1.0	1.0	0.0	0.0	77.0	82.7	5.7
Arkansas	8	2.0	1.0	1.0	0.0	0.0	81.0	88.0	7.0
Colorado	6	2.0	1.0	1.0	0.0	0.0	74.0	79.1	5.1
Alaska	2	2.0	1.0	1.0	0.0	0.0	68.0	78.2	10.2
Vermont	1	2.0	1.0	1.0	0.0	0.0	87.0	89.1	2.1
North Dakota	-0	2.0	1.0	1.0	0.0	0.0	86.0	87.2	1.2
Maryland	-1	2.0	1.0	1.0	0.0	0.0	83.0	87.7	4.7
Idaho*		2.0	1.0	0.0	1.0	0.0	77.3	79.7	2.4
Kentucky*		2.0	1.0	1.0	0.0	0.0	86.1	89.7	3.6
Oklahoma*		2.0	0.0	1.0	1.0	0.0	84.8	82.6	-2.2
Maine	0	1.0	1.0	0.0	0.0	0.0	84.0	86.9	2.9
Montana	-10	1.0	1.0	0.0	0.0	0.0	82.0	85.8	3.8
South Dakota	-2	0.0	0.0	0.0	0.0	0.0	83.0	83.7	0.7
National Average	13	3.0	1.0	1.0	1.0	0.0	79.0	84.6	5.6

APPENDIX M

Appendix M • Secondary School Improvement Index (continued)

State	Percent of Students Receiving a 3 or Higher on an AP Exam, 2010–11	Percent of Students Receiving a 3 or Higher on an AP Exam, 2016–17	AP Gain, 2011–2017	Percent of Students Proficient or Advanced on 8 th Grade Reading NAEP, 2010–11	Percent of Students Proficient or Advanced on 8 th Grade Reading NAEP, 2016–17	8 th Grade Reading NAEP Proficient or Advanced Gain, 2011–2017	Percent of Students Proficient or Advanced on 8 th Grade Math NAEP, 2010–11
Georgia	17.8	23.0	5.2	27.6	35.4	7.8	27.8
District of Columbia	9.3	16.8	7.5	16.1	19.9	3.8	17.0
California	22.0	30.3	8.3	23.7	32.2	8.5	25.3
Florida	23.6	30.8	7.2	29.8	35.5	5.7	27.7
West Virginia	8.6	11.1	2.5	24.1	27.8	3.7	21.3
Utah	22.2	25.0	2.8	35.4	38.2	2.8	34.9
Nebraska	7.9	11.7	3.8	34.8	38.0	3.2	32.8
Tennessee	8.5	12.3	3.8	27.0	31.0	4.0	23.9
Oregon	13.6	17.9	4.3	32.7	36.1	3.4	32.7
Mississippi	4.2	6.5	2.3	21.0	24.6	3.6	19.3
Iowa	10.0	13.2	3.2	32.7	36.8	4.1	33.6
New Hampshire	16.9	20.2	3.3	39.6	45.1	5.5	43.6
Ohio	12.4	17.4	5.0	36.9	39.1	2.2	38.9
Nevada	16.3	24.7	8.4	26.3	28.2	1.9	28.6
Alabama	8.4	13.6	5.2	25.6	27.7	2.1	20.1
Indiana	13.3	19.1	5.8	31.8	41.1	9.3	34.1
Rhode Island	12.0	20.8	8.8	33.4	37.4	4.0	33.9
Massachusetts	23.4	32.1	8.7	46.1	49.3	3.2	51.2
New Jersey	20.5	28.0	7.5	44.7	46.6	1.9	46.8
Washington	17.9	22.9	5.0	37.0	41.6	4.6	40.4
Michigan	15.7	20.6	4.9	32.1	34.4	2.3	30.8
Illinois	18.1	26.3	8.2	33.9	36.1	2.2	32.8
South Carolina	14.4	19.8	5.4	26.6	30.0	3.4	31.8
New York	22.7	27.8	5.1	35.1	34.2	-0.9	30.0
North Carolina	17.3	21.0	3.7	31.1	32.9	1.8	37.0
Wisconsin	18.8	25.5	6.7	34.9	39.4	4.5	41.0
Louisiana	4.1	8.5	4.4	22.2	24.9	2.7	22.3
Virginia	24.8	28.5	3.7	35.8	37.2	1.4	39.7
Pennsylvania	13.5	19.0	5.5	38.0	40.0	2.0	38.9
Hawaii	9.9	15.3	5.4	26.0	30.3	4.3	30.0
Wyoming	9.0	11.6	2.6	37.7	37.6	-0.1	37.4
New Mexico	10.1	12.6	2.5	22.1	24.4	2.3	23.8
Arizona	11.9	16.4	4.5	28.2	30.5	2.3	31.5
Texas	15.9	21.6	5.7	26.5	28.0	1.5	40.0
Kansas	9.4	10.4	1.0	35.5	36.7	1.2	40.8
Delaware	14.6	19.7	5.1	32.7	32.8	0.1	31.9
Missouri	7.9	12.2	4.3	35.2	35.4	0.2	31.5
Connecticut	23.9	31.0	7.1	44.7	43.8	-0.9	38.1
Minnesota	17.7	22.3	4.6	39.3	39.3	0.0	47.6
Arkansas	13.6	17.7	4.1	27.8	28.7	0.9	29.3
Colorado	21.3	27.4	6.1	40.3	40.5	0.2	43.5
Alaska	12.5	15.5	3.0	31.0	26.1	-4.9	35.2
Vermont	19.6	24.9	5.3	44.4	44.8	0.4	46.0
North Dakota	7.8	10.5	2.7	34.1	32.7	-1.4	42.6
Maryland	26.5	31.2	4.7	39.9	37.6	-2.3	40.4
Idaho*	11.9	12.7	0.8	33.9	38.7	4.8	36.9
Kentucky*	12.5	18.2	5.7	36.3	34.2	-2.1	30.7
Oklahoma*	10.3	11.7	1.4	26.7	28.0	1.3	27.3
Maine	20.2	19.7	-0.5	38.5	39.0	0.5	38.8
Montana	12.3	13.0	0.7	41.5	35.1	-6.4	45.6
South Dakota	11.8	12.4	0.6	35.3	35.5	0.2	41.7
National Average	17.1	22.8	5.7	31.6	34.7	3.1	35.0

Appendix M • Secondary School Improvement Index (continued)

State	Percent of Students Proficient or Advanced on 8 th Grade Math NAEP, 2016–17	8 th Grade Math NAEP Proficient or Advanced Gain, 2011–2017	Percent of Students at or Below Basic on 8 th Grade Reading NAEP, 2010–11	Percent of Students at or Below Basic on 8 th Grade Reading NAEP, 2016–17	8 th Grade Reading NAEP at or Below Basic Gain, 2011–2017	Percent of Students at or Below Basic on 8 th Grade Math NAEP, 2010–11	Percent of Students at or Below Basic on 8 th Grade Math NAEP, 2016–17	8 th Grade Reading NAEP at or Below Basic Gain, 2011–2017
Georgia	31.4	3.6	31	33	1.6	40	45	5.4
District of Columbia	20.9	3.9	27	30	3.3	26	34	8.7
California	29.1	3.8	29	25	-3.5	32	29	-2.5
Florida	29.2	1.5	29	29	-0.7	30	38	7.7
West Virginia	23.9	2.6	35	28	-6.9	39	38	-1.0
Utah	39	4.1	19	21	1.7	20	26	6.4
Nebraska	40.9	8.1	17	20	3.1	25	28	3.3
Tennessee	29.7	5.8	23	28	5.0	26	34	7.5
Oregon	33.7	1.0	49	45	-4.1	52	49	-3.4
Mississippi	21.5	2.2	27	23	-4.1	32	34	1.6
Iowa	37.1	3.5	26	24	-1.5	32	32	0.3
New Hampshire	45.4	1.8	32	28	-4.1	32	34	1.5
Ohio	40.2	1.3	19	19	-0.5	23	26	3.9
Nevada	27.4	-1.2	23	23	-0.1	27	32	4.7
Alabama	20.8	0.7	22	18	-4.6	23	25	2.1
Indiana	37.8	3.7	23	20	-2.8	23	24	0.9
Rhode Island	30.2	-3.7	21	22	1.1	20	26	6.2
Massachusetts	49.7	-1.5	21	25	4.7	28	35	6.3
New Jersey	43.8	-3.0	34	33	-1.6	37	46	9.1
Washington	41.3	0.9	20	21	1.6	22	28	6.6
Michigan	31.2	0.4	20	26	5.6	26	34	8.0
Illinois	32.5	-0.3	23	24	0.6	29	33	4.0
South Carolina	26.3	-5.5	19	21	2.7	17	20	3.0
New York	33.8	3.8	35	34	-1.4	42	41	-1.0
North Carolina	34.9	-2.1	21	23	1.7	27	30	2.6
Wisconsin	39.3	-1.7	14	21	6.4	17	24	6.8
Louisiana	18.8	-3.5	19	21	1.5	26	24	-1.8
Virginia	40.3	0.6	31	29	-1.6	33	38	4.6
Pennsylvania	38.1	-0.8	16	16	0.1	18	19	0.5
Hawaii	27.3	-2.7	16	18	2.5	18	24	5.8
Wyoming	38.4	1.0	32	34	2.0	36	43	6.9
New Mexico	20.3	-3.5	24	27	3.4	30	32	2.2
Arizona	33.5	2.0	26	26	0.2	25	32	7.1
Texas	33	-7.0	17	23	5.4	15	22	6.6
Kansas	35.4	-5.4	21	23	2.8	21	26	4.9
Delaware	28.5	-3.4	27	26	-1.4	28	36	7.3
Missouri	30.2	-1.3	24	24	-0.5	28	30	2.5
Connecticut	36.2	-1.9	23	22	-1.2	26	27	1.2
Minnesota	46.4	-1.2	24	25	0.8	27	34	7.7
Arkansas	25.5	-3.8	28	29	1.3	30	38	7.7
Colorado	38.3	-5.2	17	20	3.0	18	24	5.9
Alaska	29.2	-6.0	30	27	-2.8	36	32	-3.5
Vermont	39.4	-6.6	26	29	3.0	19	30	11.7
North Dakota	39.7	-2.9	21	21	-0.5	27	25	-2.1
Maryland	32.6	-7.8	18	18	0.7	18	24	5.2
Idaho*	35.4	-1.5	22	23	0.7	22	23	1.1
Kentucky*	28.9	-1.8	23	20	-3.2	23	25	1.4
Oklahoma*	24.1	-3.2	32	30	-2.3	35	38	2.9
Maine	36	-2.8	21	21	-0.6	21	24	2.7
Montana	37.4	-8.2	18	20	1.2	20	21	1.2
South Dakota	38.3	-3.4	25	25	-0.6	27	30	3.0
National Average	34		16	15	-0.5	14	19	4.5

* - Initial ACGR scores are taken from 2013 for Kentucky and Oklahoma and from 2014 for Idaho, as those states were not yet reporting Adjusted Cohort Graduation Rates in 2011

APPENDIX N

Appendix N • State ESSA Plan's Graduation Rate Goals

State	2011 ACGR	2017 ACGR	ACGR Growth 2011–2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Alabama	72%	89.30%	17.30%	Y	93.62% by 2030	Yes (5-year rate)	Yes (95% by 2030)
Alaska	68%	78.20%	10.20%	Y	90% by 2027	Yes (5-year rate)	Yes (93% by 2027)
Arizona	78%	78.00%	0.00%	Y	90% by 2030	Yes (5-, 6-, and 7-year rates)	No
Arkansas	81%	88.00%	7.00%	Y	94% by 2028	Yes (5-year rate)	Yes (97% by 2028)
California	76%	82.70%	6.70%	Y	By 2022, all HS and student subgroups will be in the 90–95% grad rate range and maintaining or increasing graduation rate	No (Exploring use of 5-year rates)	No
Colorado	74%	79.10%	5.10%	Y	90.3% by 6 years following baseline	Yes (5-, 6-, and 7-year rates)	Yes (Close the between baseline and 100 percent by 25 percent for 7-year rates within 5 years)
Connecticut	83%	87.90%	4.90%	Y	94% by 2029	Yes (6-year rate)	No (Set target of 94%)
Delaware	78%	86.90%	8.90%	Y	92.1% by 2030	Yes (5- and 6-year rates)	Yes (92.9% 5-year rate by 2030; 93% 6-year rate by 2030)
District of Columbia	59%	73.20%	14.20%	Y	90% by 2039	No	No
Florida	71%	82.30%	11.30%	Y	85% by 2020	No	No
Georgia	67%	80.60%	13.60%	Y	Schools must close the gap between baseline and 100% by 45% over 15 years (average of 3% increase per year); once schools hit 90%, they will be expected to maintain or increase rate	Yes (5-year rate)	Yes (Schools must close gap between baseline and 100%, increasing 5-year rate 3% a year on average)
Hawaii	80%	82.70%	2.70%	Y	90% by 2025	No	No
Idaho	†	79.70%	†	Y	95% by 2023	No (currently developing a 5-year cohort graduation rate calculation)	No
Illinois	84%	87.00%	3.00%	Y	90% by 2032	Yes (5- and 6-year rates)	Yes (92% 5-year rate by 2032; 92.5% 6-year rate by 2032)
Indiana	86%	83.80%	-2.20%	Y	87.9% by 2023	Yes (5-year rate)	No (Will use the 4-year rate, plus the difference between 4- and 5-year rates for grad rate indicator)
Iowa	88%	91.00%	3.00%	Y	95% by 2022	Yes (5-year rate)	Yes (97% by 2022)
Kansas	83%	86.50%	3.50%	Y	95% by 2030	No	No
Kentucky	†	89.70%	†	Y	Between 2019 and 2030, schools must reduce the number of students not graduating in 4 years by 50%. 2019 baseline will be determined by calculated based on graduation rate data from 2014–2016.	Yes (5-year rate)	Yes (Reduce the number of students not graduating within 5 years by 50% by 2030 using same calculation as for 4-year rate goal)
Louisiana	71%	78.10%	7.10%	Y	90% by 2025	No	No
Maine	84%	86.90%	2.90%	Y	90% by 2030	Yes	Yes (92% by 2030)
Maryland	83%	87.70%	4.70%	Y	88.49% by 2020	Yes (5-year rate)	Yes (89.78% by 2020)
Massachusetts	83%	88.30%	5.30%	Y	91% by 2020	Yes (Using “extended engagement rate” to include 5-year graduates + students still enrolled after 5 years as SQSS indicator)	No
Michigan	74%	80.20%	6.20%	Y	94.44% by 2025	Yes (5- and 6-year rates)	Yes (96.49% 5-year rate by 2025; 97% 6-year rate by 2025)
Minnesota	77%	82.70%	5.70%	Y	90% by 2020	No	No
Mississippi	75%	83.00%	8.00%	Y	90% by 2025	No	No

Appendix N • State ESSA Plan's Graduation Rate Goals *(continued)*

State	2011 ACGR	2017 ACGR	ACGR Growth 2011–2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Missouri	81%	88.30%	7.30%	Y	Cut failure to graduate rate (4-years) by half over 10 years; this translates to an annual improvement rate of one-half of one percentage point gain per year.	No	No
Montana	82%	85.80%	3.80%	Y	89.5% by 2022	No	No
Nebraska	86%	89.10%	3.10%	Y	94.4% by 2026	Yes (7-year rate)	Yes (96% 7-year rate by 2026)
Nevada	62%	80.90%	18.90%	Y	84% by 2022	Yes (5-year rate)	Yes (86% by 2022)
New Hampshire	86%	88.90%	2.90%	Y	93.96% by 2025	Yes (5-year rates)	No (Will use the 5-year rate as part of their graduation rate indicator)
New Jersey	83%	90.50%	7.50%	Y	95% by 2030	Yes (5-year rates)	Yes (96% by 2030)
New Mexico	63%	71.10%	8.10%	Y	84.5% by 2022	Yes (5- and 6-year rates)	Yes (88% 5-year rate by 2021; 90% 6-year rate by 2020)
New York	77%	81.80%	4.80%	Y	83.3% by 2022 (Will re-evaluate annually to reach ultimate end goal of 95%)	Yes (5-year rate)	Yes (85.6% by 2022; will re-evaluate annually to reach ultimate end goal of 96%)
North Carolina	78%	86.60%	8.60%	Y	95% by 2027	No (Reports 5-year rates but is not including them in their accountability plan)	No
North Dakota	86%	87.20%	1.20%	Y	90% by 2024	Yes (5- and 6-year rates)	Yes (92% 5-year rate by 2024; 93% 6-year rate by 2024)
Ohio	80%	84.20%	4.20%	Y	93% by 2026	Yes (5-year rate)	95% by 2026
Oklahoma	†	82.60%	†	Y	90% by 2025	Yes (5- and 6-year rates)	No (Will set goals moving forward)
Oregon	68%	76.70%	8.70%	Y	90% by 2025	Yes (5-year rate)	Yes (93% by 2025)
Pennsylvania	83%	86.60%	3.60%	Y	92.4% by 2030	Yes (5-year rate)	Yes (93.5% by 2030)
Rhode Island	77%	84.10%	7.10%	Y	95% by 2025	Yes (5- and 6-year rates)	No (Using an equally-weighted composite of 4-, 5-, and 6-year rates as grad rate indicator)
South Carolina	74%	83.60%	9.60%	Y	90% by 2035	No	No
South Dakota	83%	83.70%	0.70%	Y	100% by 2031	No	No
Tennessee	86%	89.80%	3.80%	Y	95% by 2025	No (will report ER grad rates publicly but not count towards accountability)	No
Texas	86%	89.70%	3.70%	Y	94% by 2032	Yes (5- and 6-year rates)	Yes (96% 5-year rate by 2031; 97% 6-year rate by 2030)
Utah	76%	86.00%	10.00%	Y	90.1% by 2022	No	No
Vermont	87%	89.10%	2.10%	Y	90% by 2025; 100% of schools will have a 90% graduation rate by 2025; grad rate indicator will be based on average of 4- and 6-year rate	Yes (6-year rate)	Yes (By 2025, 100% of schools will have 100% of students meet graduation proficiencies within 6 years)
Virginia	82%	86.90%	4.90%	Y	84% by 2025	Yes (5- and 6-year rates)	Yes (85% 5-year rate by 2025; 86% 6-year rate by 2025)
Washington	76%	79.40%	3.40%	Y	90% by 2027	No	No (Will include upward adjustment for schools graduating relatively high percentages of students in extended timeframe; will report 5-, 6-, and 7-year grad rates on state report card)
West Virginia	78%	89.40%	11.40%	Y	95% by 2030	Yes (5-year rate)	No
Wisconsin	87%	88.60%	1.60%	Y	90.4% by 2023	Yes (7-year rate)	93.5% by 2023
Wyoming	80%	86.20%	6.20%	Y	88% within 15 years	No	No

APPENDIX O

Appendix O • State ESSA Student Subgroup Graduation Rate Goals

State	Baseline Year	Long-Term Goal Year	Baseline Black ACGR	Black Long-Term 4-Year Grad Rate Goal	Baseline Hispanic ACGR	Hispanic Long-Term 4-Year Grad Rate Goal	Baseline White ACGR	White Long-Term 4-Year Grad Rate Goal
Alabama	2015–16	2030	84.51%	92.31%	86.52%	93.28%	88.61%	94.33%
Alaska	2016–17	2026–27	73.90%	90%	77.40%	90%	82.10%	90%
Arizona ¹	2015	2030	74%	90%	72%	90%	84%	90%
Arkansas	2015–16	2030	81.53%	94%	85.71%	94%	89.20%	94%
California ⁴	2014–15	2021–22	81.50%	90%	86.30%	90%	92.00%	0.50
Colorado	2015–16	2021–22	71.80%	78.90%	69.90%	77.40%	84.40%	88.30%
Connecticut	2015–16	2028–29	78.10%	94%	74.80%	94%	92.70%	94%
Delaware	2014–15	2030	81.80%	90.60%	79.80%	90%	87%	93.50%
District of Columbia	2014–15	2038–39	63.90%	90%	65.60%	90%	84.50%	90%
Florida ²	2014–15	2019–20	14.8	9.8	6	4	-8.1	-5.4
Georgia	2017	2031	76.20%	86.85%	73.38%	85.38%	83.05%	90.70%
Hawaii	2016	2025	77%	90%	74%	90%	82%	90%
Idaho	2016	2022	77.80%	94.50%	73.70%	93.40%	81.30%	95.30%
Illinois	2016	2032	74.60%	90%	81.30%	90%	90.40%	90%
Indiana	2016–17	2023	62.10%	81.10%	71.90%	86%	78.40%	89.20%
Iowa	2015–16	2021–22	79.70%	95%	84.50%	95%	92.90%	95%
Kansas	2016	2030	77.10%	95%	79.90%	95%	88.80%	95%
Kentucky	2018–19	2029–30	83.20%	89.10%	85.50%	90.30%	91.90%	93.50%
Louisiana	2014–15	2025	71.40%	90%	74.90%	90%	82.70%	90%
Maine	2016	2030	76.77%	90%	83.46%	90%	87.29%	90%
Maryland	2011	2020	74.02	84.51%	73.44%	84.22%	88.27%	91.64%
Massachusetts	2015	2020	77.50%	84%	72.20%	90%	91.60%	94%
Michigan	2015–16	2024–25	67.31%	94.44%	72.07%	94.44%	83.48%	94.44%
Minnesota	2012	2020	51.49%	85%	54.30%	85%	84.58%	85%
Mississippi	2015–16	2024–25	78.90%	88.60%	81.80%	89.80%	85.80%	91.50%
Missouri	2017	2026	83.70%	89.50%	86.90%	91.60%	93.50%	95.80%
Montana	2016	2022	N/A	N/A	N/A	N/A	87.30%	91.00%
Nebraska	2014–15	2026	75.00%	87.72%	82%	90.80%	93%	96.25%
Nevada	2016	2022	56.50%	75%	69.70%	82%	79.90%	89%
New Hampshire ⁵	2017	2025	80.70%	86.20%	75.73%	81.50%	89.54%	93.96%
New Jersey	2015–16	2029–30	82.14%	95%	83.35%	95%	94.24%	95%
New Mexico	2016	2022	61%	78%	71%	84%	76%	88%
New York ⁶	2015–16	2021–22	69.30%	74.40%	68.90%	74.10%	89.20%	90.40%
North Carolina	2016	2027	82.90%	95.00%	80.10%	95.00%	88.60%	95.00%
North Dakota	2015–16	2023–24	75.60%	90%	74.70%	90%	90.50%	90%
Ohio	2015–16	2025–26	65.00%	82.50%	72.00%	86.00%	87.40%	93.00%
Oklahoma	2016	2025	77.10%	90.00%	77.80%	90.00%	83.20%	90.00%
Oregon	2015–16	2024–25	63%	90%	67%	90%	76%	90%
Pennsylvania	2014–15	2029–30	71.80%	85.90%	69.50%	84.80%	89.30%	94.70%
Rhode Island	2016	2031	81%	95.00%	79.00%	95.00%	88.00%	95.00%
South Carolina ⁷	2017	2035	80.30%	90.00%	79.90%	90.00%	84.10%	90.00%
South Dakota	2016–17	2030–31	77.69%	100.00%	70.77%	100.00%	89.56%	100.00%
Tennessee	2015–16	2024–25	82.30%	92.30%	83.70%	92.90%	91.30%	96.20%
Texas	2015	2032	85.20%	94.00%	86.50%	94.00%	93.40%	94.00%
Utah	2016	2022	74.10%	82.70%	75.10%	83.40%	87.90%	91.90%
Vermont	2016	2025	79.80%	90%	80.90%	90%	88.80%	90%
Virginia	2015–16	2024–25	82.00%	84.00%	81.00%	84.00%	86.00%	Maintain Progress
Washington ³	2016–17	2027	70.70%	90.00%	72.30%	90.00%	81.50%	90.00%
West Virginia	2015–16	2029–30	87.74%	95.00%	89.04%	95.00%	89.94%	95.00%
Wisconsin	2015	2021	64.00%	80.10%	77.50%	86.80%	92.90%	94.50%
Wyoming	2015–16	2030–31	81.00%	88.00%	74.00%	88.00%	82.00%	88.00%

Appendix O • State ESSA Student Subgroup Graduation Rate Goals (continued)

State	Baseline Native American ACGR	Native American Long-Term 4-Year Grad Rate Goal	Baseline Low-Income ACGR	Low-Income Long-Term 4-Year Grad Rate Goal	Baseline SWD ACGR	SWD Long-Term 4-Year Grad Rate Goal	Baseline EL ACGR	EL Long-Term 4-Year Grad Rate Goal
Alabama	86.36%	93.12%	80.92%	90.41%	54.05%	77.06%	64.41%	82.22%
Alaska	68.90%	90%	72.10%	90%	58.70%	90%	57.70%	90%
Arizona ¹	66%	90%	73%	90%	66%	90%	25%*	90%
Arkansas	N/A	N/A	83.79%	94%	84.29%	94%	85.71%	94%
California ⁴	82.90%	90%	85.30%	90%	69.00%	90%	77.70%	90%
Colorado	62.00%	71.50%	67.80%	75.90%	57.20%	67.90%	61.40%	71.10%
Connecticut	87.10%	94%	76%	94%	65.60%	94%	66.70%	94%
Delaware	65.80%	82.90%	73.70%	86.80%	63.70%	81.90%	68.70%	84.30%
District of Columbia	DS	90%	65.80%	90%	42.90%	90%	59.60%	90%
Florida ²	N/A	N/A	15.3	10.2	23.8	15.9	19.8	13.2
Georgia	69.34%	83.14%	75.33%	86.43%	56.59%	76.09%	56.46%	76.11%
Hawaii	79%	90%	78%	90%	59%	90%	69%	90%
Idaho	58.50%	89.60%	72%	93%	60.50%	90.10%	73.30%	93.30%
Illinois	79.30%	90%	76.70%	90%	70.60%	90%	71.90%	90%
Indiana	68.90%	84.50%	69.20%	84.60%	43.90%	72%	52.60%	76.30%
Iowa	80.60%	95%	83.90%	95%	69.50%	95%	80.80%	95%
Kansas	72.50%	95%	77.70%	95%	77.40%	95%	77.70%	95%
Kentucky	83.40%	89.20%	88%	91.50%	71.80%	83.40%	72.40%	83.70%
Louisiana	N/A	N/A	70.80%	90%	44.30%	90%	50.20%	90%
Maine	84.91%	90%	77.77%	90%	72.19%	90%	78.14%	90%
Maryland	75.93%	85.47%	74.11%	84.55%	54.72%	74.86%	56.98%	75.99%
Massachusetts	79.50%	85.40%	78.20%	84.50%	69.90%	78.60%	64%	74.40%
Michigan	70.88%	94.44%	67.48%	94.44%	57.12%	94.44%	72.14%	94.44%
Minnesota	45.20%	85%	61.70%	85%	55.95%	85%	52.46%	85%
Mississippi	87.50%	92.20%	78.80%	88.50%	34.70%	70%	55.90%	78.90%
Missouri	89%	93%	86.10%	91.10%	73.50%	78%	75.20%	84%
Montana	65.60%	76.00%	76.40%	82.90%	77.80%	85.10%	58.70%	73.30%
Nebraska	76%	88.19%	82%	90.69%	70%	86%	55%	77%
Nevada	64.70%	80%	66.70%	81%	29.30%	60%	42.60%	70%
New Hampshire ⁵	75.73%	81.50%	77.42%	83.10%	73.75%	79.62%	77.72%	83.38%
New Jersey	83.22%	95%	82.71%	95%	78.80%	95%	74.65%	95%
New Mexico	63%	79%	67%	82%	62%	79%	67%	82%
New York ⁶	66.50%	72.20%	73.20%	77.60%	55.30%	63.20%	46.60%	56.30%
North Carolina	82.00%	95.00%	80.60%	95.00%	68.90%	95.00%	57.20%	95.00%
North Dakota	59.70%	90%	70%	90%	67.40%	90%	60%	90%
Ohio	76.40%	88.20%	71.40%	85.70%	69.20%	84.60%	54.40%	77.20%
Oklahoma	81.40%	90.00%	75.90%	90.00%	74.40%	90.00%	57.90%	90.00%
Oregon	63%	90%	66%	90%	53.00%	90%	51%	90%
Pennsylvania	76.20%	88.10%	75.90%	88.00%	71.50%	85.80%	62.60%	81.30%
Rhode Island	72.00%	95.00%	79.00%	95.00%	67.00%	95.00%	79.00%	95.00%
South Carolina ⁷	74.10%	90.00%	87.70%	90.00%	52.10%	90.00%	76.00%	90.00%
South Dakota	50.00%	100.00%	66.94%	100.00%	60.42%	100.00%	59.50%	100.00%
Tennessee	86.50%	94.10%	85.50%	93.70%	71.80%	87.70%	75.60%	89.30%
Texas	86.30%	94.00%	85.60%	94.00%	78.20%	94.00%	71.50%	94.00%
Utah	71.40%	80.90%	75.60%	83.70%	70.20%	80.10%	65.70%	77.10%
Vermont	80.40%	90%	78%	90%	71.90%	90%	68.10%	90%
Virginia	N/A	N/A	77.00%	84.00%	52.00%	84.00%	62.00%	84.00%
Washington ³	60.60%	90.00%	69.40%	90.00%	58.10%	90.00%	57.6	90.00%
West Virginia	88.00%	95.00%	83.57%	95.00%	76.87%	95.00%	92.66%	95.00%
Wisconsin	78.10%	87.10%	77.30%	87.30%	67.50%	81.20%	62.20%	77.60%
Wyoming	53.00%	88.00%	69.00%	88.00%	65.00%	88.00%	70.00%	88.00%

All baseline graduation rates reflect what is reported in the state's approved ESSA plans, as posted by the Department of Education.

DS = Data Suppressed

(1) In 2017, Arizona is changing their methodology for determining EL subgroup graduation from counting only students still considered to be EL in 12th grade to all students who were ever classified as EL during high school. Baseline and interim progress goals will be adjusted accordingly under new methodology.

(2) Florida's graduation rate goal for student subgroups is based on closing defined gaps between white and Hispanic students, white and Black students, white and Asian students, low-income and non-low-income students, students with disabilities and students w/o disabilities, and ELs and non-ELs.

(3) Washington's projected 2017 Graduation Rates are provided in their state plan, which are used here for the baseline subgroup grad rates

(4) California's subgroup goal for white students is based on increasing from the baseline.

(5) While New Hampshire is using the 2016–17 school year as their plans baseline, graduation rates for the 2014–15 and 2015–16 school year are used as graduation rate data are lagged. The 2015–16 baseline numbers from the approved New Hampshire plan are reflected in this appendix.

(6) New York also has an "end goal" of a 95% graduation for all student subgroups but no date by which to reach them

(7) South Carolina has a goal of reducing the number of students who do not graduate within 4-years by 50 percent by 2026.



GradNation

CIVIC

EVERYONE CENTER
GRADUATES

